DOCUMENT RESUME

ED 160 789 CE 017 684

TITLE Home Economics for Oregon Schools. Nutrition & Foods.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 78
NOTE 66p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Consumer Education; Curriculum Guides; Employment Opportunities; Evaluation Methods; Food Service Occupations; *Foods Instruction; *Home Economics Education; Home Economics Skills; Job Skills; Learning Activities; *Nutrition Instruction; *Program Development; Program Evaluation; Resource Materials; Secondary Education; Teaching Methods

ABSTRACT

One of a series for home economics teachers to use in planning, implementing, and evaluating secondary education programs, this curriculum guide focuses on the subject of food and nutrition. Five major program goals are identified as basic to the student's understanding of the impact of food selection and preparation upon society and the environment: (1) the interrelations among food supply, social and environmental conditions, and world nutrition; (2) the basic nutrients and food sources for individual and family needs; (3) the skills of food preparation, serving, and food management; (4) consumer skills related to purchasing food; and (5) opportunities and qualifications for employment in food service occupations. To achieve these five program goals, the guide offers sixteen course goals for which it provides over 275 learning activities. It is suggested that as teachers select appropriate learning experiences for their grade levels, they should refer to the resources section for the references whose numbers are indicated next to the experiences. The resources section lists the titles of and sources for books and articles, pamphlets, kits and games, magazines, and audiovisual materials. Besides class discussions, the activities include guest speakers, displays, field trips, audiovisual aids, experiments, educational games, interviews, surveys, and reading materials. To evaluate student proficiencies, both paper-and-pencil tests and nontest means (such as observation, conferences, and report forms) are suggested. (ELG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

HOME ECONOMICS FOR OREGON SCHOOLS

ED160789

INDIVIDUAL AND FAMILY RESOURCE MANAGEMENT

NUTRITION AND FOODS

TEXTILES AND CLOTHING

LIVING ENVIRONMENTS

HUMAN DEVELOPMENT AND THE FAMILY

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rod Myers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND TO THE ORGANIZATION OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER.

CE017 694

OREGON DEPARTMENT OF EDUCATION

NUTRITION

&

FOODS

CE 017 694

Verne A. Duncan
State Superintendent of Public Instruction
Oregon Department of Education
Salem, Oregon 97310

1978

STATEMENT OF ASSURANCE

Oregon Department of Education

It is the policy of the Oregon Department of Education that no person be subjected to discrimination on the basis of race, national origin, religion, sex, age, handicap, or marital status in any program, service, or activity for which the Oregon Department of Education is responsible. The Department will comply with the requirements of state and federal law concerning nondiscrimination and will strive by its actions to enhance the dignity and worth of all persons.

4569519782000

FOREWORD

This publication is one of five SUGGESTED to cover a comprehensive home economics program. It departs from the previous single guide and is designed to help teachers develop quality in both content and processes of learning.

Home Economics Education primarily seeks to strengthen home and family life. Since publication of the previous single guide, including home economics skills and knowledge as preparation for an occupation has become another emphasis in teacher responsibility. Thus, each of the five publications will include an emphasis on related careers in home economics. Hopefully the SUGGESTED learning experiences and resources will provide local schools impetus to develop programs that will fulfill the needs and interests of *all* students.

I commend the many teachers and their local districts who helped develop these materials.

Verne A. Duncan
State Superintendent of
Public Instruction

ACKNOWLEDGMENTS

Thanks go to many individuals who helped develop this publication.

Personnel from two intermediate education districts provided leadership for statewide inservice workshops for teachers:

Ron Olsen, Career Education Coordinator, Coos County IED
Nat Etzel, Career Education Coordinator, Jackson County IED

Annette Jacobson of Grants Pass School District 7 was on a two-year leave of absence when she served as the initial curriculum consultant and directed the state inservice workshops.

During the 1975-76 school year, some 30 teachers in 21 districts field tested a draft and responded to it. Later, a few took the responses and revised the draft:

Cherie Baker	Corvallis High School
Marilyn Bervin	Curriculum Consultant (Philomath)
Pamela Everitt	Cascade Union High School (Turner)
Wendy Lofgren	Graduate Assistant, Oregon State University
June Miller	Lincoln Junior High School (Newport)
Paulette Perfumo	Springfield Junior High School
Helen Sullivan	Hillsboro Senior High School
Margy Woodburn	Professor & Head, Foods & Nutrition, Oregon State University
Chris Wyatt	Kennedy High School (Mt. Angel)

During the first two years of development of this guide, the following were members of the State Curriculum Steering Committee:

Mitzi Brennan	Kennedy Junior High School (Eugene)
Virginia Clough	Merrill Elementary School (Merrill)
Virginia Davies	Salem Public Schools
Ruth Hockersmith	Medford Senior High School
June Miller	Lincoln Junior High School (Newport)
Susan Putnam	Highland View Intermediate School (Corvallis)
Leda Scrimscher	Oregon State University
Katy Sheehy	Union County IED (LaGrande)
Elma Shuck	Madison High School (Portland)
Helen Sullivan	Hillsboro Senior High School
Sharon Wallace	Oregon State University

Pauline Goodwin
Specialist, Home Economics Education

CONTENTS

FOREWORD iii

ACKNOWLEDGMENTS v

INTRODUCTION 1

GOAL-BASED PLANNING FOR HOME ECONOMICS 5

SUGGESTED DISTRICT GOAL—Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods

Suggested Program Goal 7

Suggested Program Goal 15

Suggested Program Goal 21

Suggested Program Goal 33

Suggested Program Goal 43

ASSESSMENT 49

RESOURCES

Print

Books & Articles for Students 51

Pamphlets 56

Kits & Games 62

Magazines 63

Nonprint

Films 63

Filmstrips 65

Tapes & Slides 67

INTRODUCTION

Home Economics Education enables individuals to function as contributing members of society. It supports and strengthens the quality of individual and family life. It responds to societal and environmental concerns. It provides consumer, homemaking and career skills in the home economics field.

The home is recognized as a primary unit of our society, influencing the individual who in turn influences society. A changing society in turn influences the home. The content of a home economics program should relate to changing societal conditions, essential skills and practical experiences. It should emphasize creative and problem-solving abilities. It should help nourish human feelings and self-esteem. The concepts presented here will be as effective for today's families as for tomorrow's, provided materials are interpreted in a continuously flexible manner.

Though teachers and administrators may find these publications useful for other purposes, four deserve attention here. Briefly, they should help in

delineating content areas for home economics.

communicating potential outcomes of home economics to students, faculty, parents and other community members.

planning and administering local home economics programs.

assessing and evaluating local home economics programs.

The six SUGGESTED district goals below* shape a SUGGESTED home economics program. Separate curriculum guides will present each of the first five goals separately. The last goal (qualifying for careers in home economics) will be woven through each of the five guides.

SUGGESTED DISTRICT GOALS

Students will be able to make rational decisions in managing personal and family resources. *(Individual & Family Resource Management)*

Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods. *(Nutrition & Foods)*

Students will be able to make textile and clothing decisions which meet individual and family needs. *(Textiles & Clothing)*

Students will understand the environmental impact of housing upon society and culture when creating and managing a livable habitat. *(Living Environments)*

Students will be able to incorporate the concepts of human development and family living into relationships with adults, peers and children within the family and society. *(Human Development & the Family)*

Students will be able to qualify for the occupation of homemaking and other home economics-related careers.

This guide, then, unfolds SUGGESTED program goals (five of them) and SUGGESTED course goals (16 of them) for realizing the second SUGGESTED district goal above. On the next page is an outline of these goals. The SUGGESTED learning experiences (over 275 of them) thus merely *may* be ways to realize 16 course goals, five program goals and one district goal. The outline likely will require continual alteration. Local concerns, changing societal and environmental issues, and new discoveries may influence information and technology.

---

*These are the same "SUGGESTED GOALS" used as program goals on page 57 of the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions* (Salem: Oregon Department of Education, 1977).

NUTRITION AND FOODS

District Goal Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.

page

Program Goal The student will be able to determine the interrelations among food supply, social and environmental conditions, and world nutrition. 7

Course Goals The student will be able to

analyze factors influencing the imbalance of food supply and determine the effectiveness of national and international food assistance programs. 9

explain the interaction between food supply and the environment. 12

determine the social and cultural significance of food choices and customs. 14

Program Goal The student will be able to determine the basic nutrients and food sources necessary for individual and family needs. 15

Course Goals The student will be able to

apply basic nutrition principles to maintain personal appearance and mental, physical and emotional health. 17

plan individual and family diets according to basic nutrition principles. 19

analyze conditions that require special diets and plan nutritional programs for persons with special food needs. 20

Program Goal The student will be able to apply the skills of food preparation, serving and food management. 21

Course Goals The student will be able to

apply safe and sanitary procedures for preparing and storing foods. 23

apply basic cooking skills and principles in food preparation. 24

manage time, energy and money in the preparation of nutritious foods. 29

apply proper techniques for the preservation of foods at home and determine the benefits. 30

identify and describe the potential for working with foods as a source of creative and aesthetic self-expression. 31

Program Goal The student will be able to apply consumer skills related to the purchase of foods. 33

Course Goals The student will be able to

interpret the influence of cultural, economic, psychological and social factors on the selection of individual and family foods. 35

apply shopping and management principles in the wise use of the food dollar. 36

apply the rights and responsibilities of the buyer and seller in the purchase and selection of foods and food preparation equipment. 38

Program Goal The student will be able to identify and describe qualities and preparation needed for employment in food service occupations. 43

Course Goals The student will be able to

identify economic trends, employment opportunities, job requirements, and personal interests and talents in the food service field. 45

identify jobs and training opportunities for self-employment in the field of nutrition and foods. 47

Students completing SUGGESTED learning experiences should help themselves realize course goals. Their realizing course goals should help themselves realize program goals. Their realizing program goals should help themselves realize the district goal: being able to understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.

To use the guide in developing a course, teachers may find the following procedure helpful.

1. Study program and course goals to determine whether they are appropriate for local use or whether they need to be adapted.

2. Select appropriate program and course goals.

3. Develop appropriate performance indicators based on selected program and course goals, student needs, abilities, experiences and interests.

4. Select appropriate learning experiences. A variety at all levels of learning has been included. Many (not all) experiences have been listed in order of complexity, from least to more complex. Though teachers of younger or beginning students may wish to select experiences from the beginning of lists, they may choose other useful experiences farther down, depending on the previous experiences students have had. Conversely, though teachers of older or more advanced students may want to select experiences farther down lists, they may find some near the beginning useful for review.

5. Identify appropriate resources. Though resources have, for the most part, been placed next to experiences where most applicable, teachers will also find general references placed at the beginning of some sections. These may prove useful for several experiences in a section. Resources are numbered, and numbers are keyed to a resources section beginning on page 51.

6. Implement plans and assess student outcomes periodically. Among many methods which may be used for assessment, individual teachers might want to use some of the following:

Paper and Pencil Tests

Essay tests

Objective tests–supply or recall (e.g., completion, matching, multiple choice, true/false, crossword puzzles)

Nontest Means

Observational devices (e.g., checklists, rating scales, scorecards)

Reporting forms (e.g., project reports, activity reports and logs, questionnaires, autobiographies and diaries, anecdotal records)

Audiovisual techniques (e.g., tape recordings, films, photographs, graphs)

Sociometric techniques (e.g., sociograms, social distance scales, social sensitivity techniques, role playing)

Conferences

GOAL BASED PLANNING FOR HOME ECONOMICS

Oregon manages K-12 instruction by means of **GOAL-BASED PLANNING** (*not* competency-based education).

Goals are guideposts. They serve to give purpose and direction to a planning activity. Goals provide a common language for discussing the merits of various activities as those activities are carried out.

In home economics, just as in any other instructional program offered by an educational system, a sense of purpose and direction is essential to good planning. But what are these purposes and directions? Where do they come from? Why should the home economics teacher be concerned? These are questions to be answered before effective planning of a home economics curriculum can proceed.

Each teacher must realize that planning a home economics curriculum cannot begin and end only in a given classroom. It needs to be done with a sense of similar planning in other classrooms and districts within the state.

The goals and goal-setting and competency-identification activities the Oregon Department of Education prescribes provide districts a common reference for the planning process. In goal-based planning, teachers must consider four goals: State Goals for Oregon Learners, district goals, program goals, course goals.

STATE GOALS answer the question: What does the Department of Education think a student should get out of public schooling anywhere in Oregon?

DISTRICT GOALS answer the question: What do the local community and its schools think a student ought to get out of local schooling and how is that to relate to State Goals?

PROGRAM GOALS answer the question: What do the local curriculum planners and home economics teachers think a student ought to get out of home economics and how is that to relate to District Goals?

COURSE GOALS answer the question: What do the home economics teachers think a student ought to get out of Nutrition & Foods and how is that to relate to Program Goals?

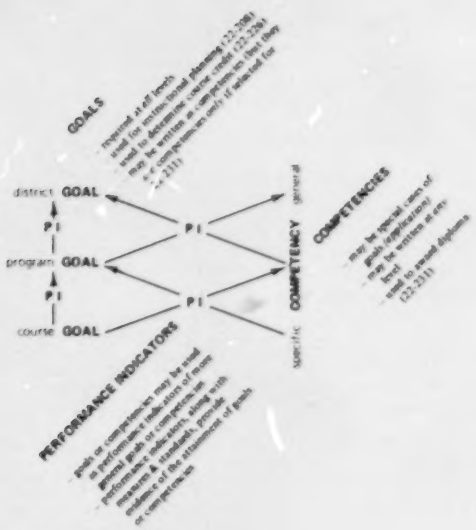
Where, then, does competency fit in goal-based planning?

It fits as a separate but related design. It is merely one of three graduation requirements. Districts plan and evaluate instruction by means of GOALS, *goals local districts themselves write.* District assess whether students get diplomas by means of COMPETENCY, CREDIT and ATTENDANCE, *requirements local districts themselves fix minimums for.*

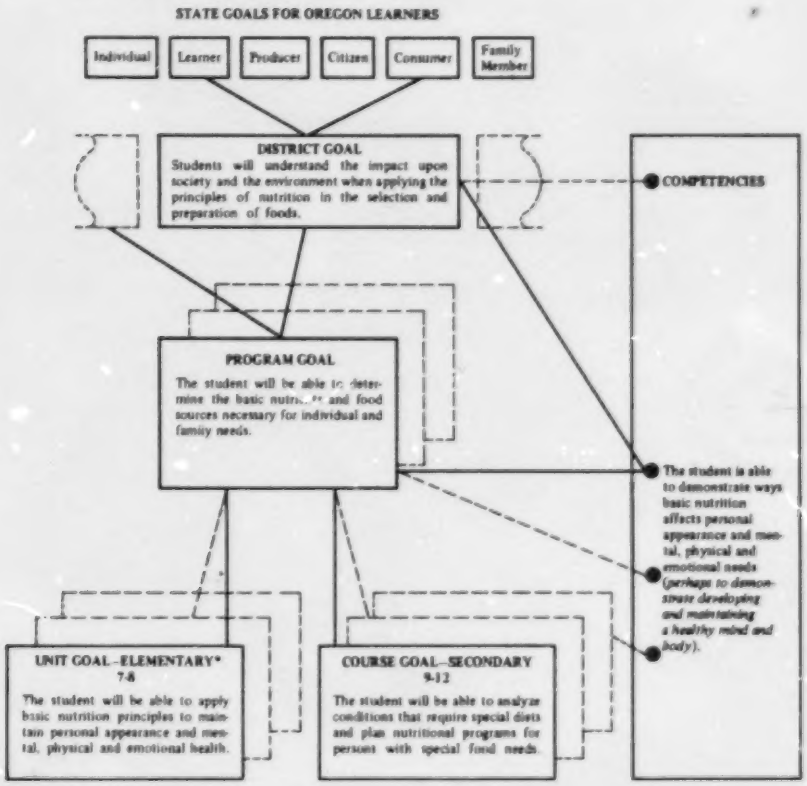
COMPETENCY in Oregon, as probably across the nation, means being *capable, fit.* For students, it means having demonstrated they can likely APPLY outside school what they've already learned—in or out of school. A competency in Oregon is merely a local statement fixed as proof ALL students will likely be able to do tomorrow outside school something the community has agreed is worth doing. It is a local statement calling for APPLYING skills and information ACQUIRED from probably several courses (not just one*) . . . or from perhaps no courses at all. It is a local statement ALL students must demonstrate. If only SOME must—say, only those who take Nutrition & Foods—the statement is NOT a competency in Oregon. Waivers aside, ALL students must demonstrate ALL competencies.

Viewed, then, as two separate but related designs, goals and competencies may look like this:

*To do otherwise may mean massive record-keeping chores for questionably narrow or shallow competencies.



For example, in home economics:


STATE GOALS FOR OREGON LEARNERS
Individual
Learner
Producer
Citizen
Consumer
Family Member
DISTRICT GOAL
Students will understand the impact upon society and the environment when applying the principles of nutrition in the selection and preparation of foods.
COMPETENCIES
PROGRAM GOAL
The student will be able to determine the basic nutri... and food sources necessary for individual and family needs.
The student is able to demonstrate ways basic nutrition affects personal appearance and mental, physical and emotional needs (perhaps to demonstrate developing and maintaining a healthy mind and body).
UNIT GOAL–ELEMENTARY* 7-8
The student will be able to apply basic nutrition principles to maintain personal appearance and mental, physical and emotional health.
COURSE GOAL–SECONDARY 9-12
The student will be able to analyze conditions that require special diets and plan nutritional programs for persons with special food needs.

*The term *unit goal* is used at the elementary level in lieu of *course goal*, since elementary classes are generally not divided along the high school course pattern.

The system of goals and competencies just described is designed to help the teacher and program specialist plan their own home economics program. It promotes a framework for planning that may be shared by all those doing similar planning. It helps in planning for individual student goals and interests, to be done within the limits of available resources. It should not be used to limit what is planned. Rather it should be used as a starting place.

The next five sections of this guide unfold SUGGESTED learning experiences as ways to realize 16 SUGGESTED course goals, five SUGGESTED program goals and one SUGGESTED district goal for NUTRITION & FOODS.

SUGGESTED
PROGRAM GOAL

The student will be able to determine the interrelations among food supply, social and environmental conditions, and world nutrition.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to analyze factors influencing the imbalance of food supply and determine the effectiveness of national and international food assistance programs.*

LEARNING EXPERIENCES	RESOURCES

Prepare an inexpensive rice and hamburger casserole. Divide the class into five groups to represent the five most populated continents. Assume all people live on these five continents. Distribute the casserole according to the protein each continent might eat (see below). Discuss thoughts and feelings concerning the imblance in world food supplies. 68 199 201

	Assumed % of World Pop	Assumed % of Protein Eaten
Europe	17%	25%
Africa	10%	10%
North America	6%	45%
South America	8%	15%
Asia	59%	5%

Invite a guest speaker with direct professional or personal experience in developing countries (e.g., an AFS student, a representative from the American Red Cross, UNICEF or the American Friends Service Committee). Discuss the humanitarian, political and economic effects of food supply imbalances. 236 11

Working with small groups of students, study both developed and developing countries, or various communities within a geographic area. The groups research the population growth rate in their country/community and compare it to that area's ability to provide food independently. Students create posters showing the popular foods produced and eaten in their country/community, and the factors that influence the food supply (e.g., level of agricultural development, soil and climate conditions, food distribution patterns, common cultural beliefs concerning diet and nutrition). Discuss the posters in comparison to each other, focusing on the following points: 47 171

Amount of imported vs. domestic food
Nutritional necessity of imported food
Nutritional value of the local diet
Variation in diet

Make a transparency of a world map, indicating the major sources of grain and protein. Superimpose population figures of each country on the map. Discuss the relationship between population density and world food supply. Discuss the different ways, technologically and politically, the discrepancy between population and food supply could be minimized (e.g., improvement of agricultural methods, cooperation between countries for mutual benefit, rapid distribution of high protein foods). 11

Select and develop statements for debate on nutrition and food supply (e.g., technology will be able to solve world food supply problems). Designate two groups of students to debate both sides of each statement, holding the final debates in front of the entire class. 200 39 45 210

As a class, develop a list of local, regional, national and imported food items. Each student selects an item and researches its production and sale, creating a map to depict the information. Each student reports to the class about the effects on the consumer of the item's production and distribution process. 195 192 189 87 124

Study the effects of climate on food production (e.g., temperate zone, short growing seasons in polar areas, food sources adaptable to desert areas). Relay this information to the class using a globe as a visual aid. 210 124

Invite a medical authority to talk about the effects of malnutrition, both physiological and psychological. 3

malnutrition
protein deficiency
protein and calorie deficiency
starvation 203

Study the different forms of malnutrition and prepare a list of questions for the medical authority to answer.

Read about the various effects of malnutrition in its mild and severe forms, focusing on one or more specific situations: 51 83

- pregnant women
- infants
- the aged
- grade school children
- addicts (alcohol, heroin, nicotine)

Report to the class about your findings, making an effort to provide interesting examples and illustrations.

Read about countries with major malnutrition problems (India, Africa, China) or specific instances of famine (Biafra, siege of Leningrad in World War II, potato famine in Ireland). Report your findings to the class, stressing the original source of the problem and its aftereffects, including solution strategies that may have been employed. 60

Create a display case showing malnutrition problems of one country or several countries, stimulating school awareness of the world food problem. 10 43 232 39 19 76 65

Investigate the specific problem of obesity. Obtain visual aids to show the class, stressing the relationship between caloric intake, exercise and fatty tissue. Invite a successful member from a dieting group to talk to the class. 197 193

Try to learn about new sources of protein. Develop lab exercises, for example: 72

- PREPARE foods utilizing alternative protein sources. Serve the food to school personnel or classmates. 162
- EVALUATE the cost, nutritional value, difficulty of preparation and effect on world food supplies of meals prepared with alternative protein sources. 55
- CREATE appetizing, nutritional meals from food material often wasted (e.g., vegetable peelings, bread crusts, turkey carcass, leftovers). 69
- PREPARE meals with locally plentiful food often unused (e.g., blackberries, seafood, watercress, edible plants found in forests). 25
- MAKE wild berry syrup to sell for a moneymaking project. 60
- EXAMINE your personal eating habits on a cost vs. nutritional value basis. Develop a shopping plan to get the most nutrition for the least amount of money. Research the value of co-op shopping, buying in bulk and quantity, and buying seasonally plentiful foods. 68
- BRING an inexpensive, nutritionally balanced lunch to school. Compare the choices in your lunch with those of your classmates. 200 208 92

Evaluate the school lunch program to see how well it meets nutritional needs of students. Research the amount of food wasted on an average day. Plan ways that wasted foods might be used more efficiently.

Visit a senior citizens' center for lunch. Research the special dietary problems of old age. Talk to the head cook or food service manager about his or her dietary plan and analyze its effectiveness.

Create fictional material depicting use and sources of food in the future. 38

Working with groups of three or four students, study the various organizations concerned with the world food problem. Report findings to the class, using audiovisual aids when appropriate. Invite representatives from the various agencies into class to answer questions in a panel discussion. 51

International Organizations

WHO–World Health Organization
FAO–Food and Agriculture Organization 43
UNESCO–United Nations Educational, Scientific and Cultural Organization
UNICEF–United Nations International Children's Emergency Fund 11

National Organizations

The Nutrition Foundation, Inc 60
The Agriculture Research Service–U.S. Department of Agriculture
Food and Nutrition Board of National Research Council

Local Organizations

FISH 213
Snow-CAP (Community Action Program)

Voluntary Organizations

CARE (Cooperative for American Relief Everywhere)
American Red Cross
Religious Organizations

Private Organizations

Ford Foundation
Rockefeller Foundation

Read about the policies and philosophies of the U.S. food assistance programs. Figure the dollar allocations for various size family groups. Figure dollars available weekly for a family of five and plan meals for a week. Prepare a shopping plan utilizing low-cost, healthful foods. 109

Invite representatives from various government food assistance programs into class. Discuss the philosophies and procedures of their programs.

Food Stamps
WIC–Women, Infants, Children
Elderly Feeding Program
School Lunch & School Breakfast Programs
Special Milk Programs

Trick or Treat for UNICEF, or sell UNICEF Christmas cards and stationery.

SUGGESTED COURSE GOAL *The student will be able to explain the interaction between food supply and the environment.*

LEARNING EXPERIENCES	RESOURCES
Recognizing simple ecological principles, e.g.,	203
everything comes from somewhere and goes somewhere natural resources are finite energy is neither created nor destroyed, but changes form,	2 4
have half the class choose a food eaten by humans and half choose a food not directly consumed by humans. Trace it through a food chain (e.g., nitrogen-corn-cattle-humans). Make mobiles illustrating each chain and hang them together to represent a food web with humans as the link wherever possible. Discuss responsible and irresponsible human behavior toward the balance of the chains and web. Record your own feelings about the situations discussed.	202
Grow corn seeds in separate pots under various combinations of these conditions.	60
soil depleted of minerals/soil rich in minerals polluted and unpolluted water polluted and unpolluted air adequate and inadequate sunlight	
Keep a comparative graph of the corn's growth rate. Record your conclusions about the experiment, then as a class discuss the relationship between environmental conditions and food supplies. Be sure to cover these topics:	
Resource availability Climate Resource management Population	
Using ecological principles developed during earlier learning experiences, draw up a checklist of your family's food practices and their environmental impact. Use the following format:	207 92
Choice: use of plastic bags at the store Impact: added cost, pollution	
Choice: use of cloth napkins rather than paper Impact: less use of energy and less pollution	
Choice: buying food out of season Impact: added transportation cost and pollution	
Propose and follow a plan to change food practices of yourself or your family if an improvement in the environment would be the result. Share your plan with the class.	
Count the number and type of food-related containers thrown away at home each week, deciding what percentage is biodegradable. Compare weekly figures with your class and develop ideas for ecological use of containers.	
List and share practices for individual projects to improve the environment, such as:	
supporting efforts of companies to reduce pollution recycling and reusing containers	

As a class, develop and work on projects to improve the environment, such as: 112

- Plant herbs and vegetables appropriate as house plants in pots; take them home for use in cooking, or sell for funds. 33
- Plan and plant a garden. Discuss with school and cafeteria management the possibility of starting a compost pile from cafeteria waste. Students could be assigned care of the garden during the summer, harvesting and preservation in the fall.
- Plant vegetables in flower beds.

Organize a recycling center within the school, or if a larger center is nearby, become school agents for collection.

SUGGESTED COURSE GOAL *The student will be able to determine the social and cultural significance of food choices and customs.*

LEARNING EXPERIENCES	RESOURCES
Throughout this unit, keep a journal of the social and cultural feelings you experience, such as appreciation, increased understanding, frustrations, or concern for nutritional consequences of cultural patterns.	
Working with small groups of students, compose lists of social needs. Compare similarities and differences among the groups. As a class, relate these needs to foods and design a bulletin board illustrating how foods contribute to social needs.	21 60
Plan and carry out a social function where food is served. Both before and after the function discuss the role of food in meeting social needs and contributing to the success of the party.	38
As a group, go to dinner at a special restaurant; later, eat dinner at an average restaurant. Discuss and compare your feelings about expense, nutrition and social enjoyment at each place.	
Read about famous parties or social events which center around food (e.g., White House dinners, weddings, local celebrations and political dinners). Analyze the importance of food in each event.	
Divide into small groups representing regions of the U.S. Each group prepares part of a bulletin board to display regional foods. Then plan a regional foods festival, perhaps in cooperation with a U.S. history class, with each group preparing foods from its region. Appropriate props, such as costumes and pictures, may be used.	61 1 7 46 35
In small groups collect examples of recipes used by your families. Investigate cookbooks from your parents' and grandparents' childhoods, and share with your groups special family customs surrounding certain foods. Research the history of these foods, trying to answer the following questions: What part did religion play in introducing new foods? How have these recipes changed from the original? Why did these foods become favorites?	70 41
Share the material learned through skits (e.g., how sourdough was used by families as they moved west), tasting parties using temporal variations of a basic recipe, or other projects developed by the group.	30
In small student groups, choose a favorite food and trace it back to its country of origin. Research the food habits of that country, keeping in mind natural resources, tools available, nutritional value of the food, religious and social customs surrounding food. Research historical events, if any, connected with the food studied (e.g., the potato famine in Ireland). Decide what early influences shaped the food customs of the country. Then plan and prepare a demonstration and tasting party of foods from several countries, perhaps centering around foods typically served on a holiday that the countries have in common.	194 135 29 36 27 22 180 21 60 95 43
Develop a list of foods typical in a country. Pretend that one or two of them are suddenly not available and research ways adequate nutrition can be obtained with readily available substitutes.	
Review your own journal about this unit; share with the class your thoughts, problems and feelings about the cultural and social significance of food choices.	

SUGGESTED
PROGRAM GOAL

The student will be able to determine the basic nutrients and food sources necessary for individual and family needs.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to apply basic nutrition principles to maintain personal appearance and mental, physical and emotional health*

LEARNING EXPERIENCES	RESOURCES
Study the digestive processes (e.g., digestion, absorption, metabolism). Investigate the factors that affect digestion (e.g., amount of activity, state of overall health, foods consumed, personal emotional state).	206 54
Write a script for a children's educational TV program to show the ways different foods are put to work by the human body. Use visual aids to illustrate the digestive process (e.g., charts, sketches of organs, a puppet show with each puppet representing an organ). Define the terms: digestion, alimentary canal, absorption, metabolism, calories. Video tape the show, if possible. Perform it live in an elementary classroom.	211 10
List the nutrient groups on one side of a transparency. Place the major functions of the nutrient groups on the other side of the transparency. Match each group with its function. Research each nutrient group in detail, paying special attention to the way nutrients work together. Draw cartoons or invent other creative ways to illustrate the nutrients working together. Create commercials to "sell" the various nutrients. Award "Emmys" for the best commercials.	106 57 60 149 184 58 89 180
Develop the "Four of a Kind" nutrient game (similar to the game "Authors"). Make cards showing the foods which are good sources of one or more nutrients. Develop rules whereby cards are exchanged and each player tries to make as many "Books" as possible–each book being a set of four foods with a common nutrient.	60
Select the name of a leading nutrient, keeping its selection a secret. The class guesses which nutrient you have selected, by asking "yes" and "no" questions (e.g., Are you important for growth and repair? Do you supply energy?). After identifying each nutrient, divide them into the four basic nutrient groups. Prepare a snack which supplies an abundance of the nutrient.	79 106 91
On a bulletin board or in a display case, create a display that illustrates the functions of foods referred to in the "Go, Grow & Glow" filmstrip.	238
Read articles from magazines and newspapers on factors influencing eating habits. Write a summary of each article and prepare to lead a class discussion on them. Make a list of foods disliked or untried by most class members. Examine these foods for nutritional value. Have class members try those foods for a "Try It, Maybe You'll Like It" lab.	198
Interview at least eight other students about their eating habits. Write an article, stressing the nutritional value of their diets, for the school paper. Write articles on single meals, such as breakfast, to put in paper.	
Working in groups of approximately eight students, discuss the different uses of food in our society and the different factors that influence eating habits. Discuss how eating differs in the following situations:	60 149
at Christmas and Thanksgiving when sick with the flu, colds, broken leg, measles, etc. at your friend's house, relative's house, at a party when extra hungry, lonely, bored or unhappy when parent's home, when parent's away, in single-parent homes	255
Determine the direct and indirect influences of these factors on your food habits. Consider how these influences and others might operate in the future.	79
Direct Influences	
Physiological and psychological satisfaction of various foods Special diets and tastes of family members Time spent on food preparation	80

Indirect Influences

Seasonal, commercial and political effects on the food supply — 4
Changes in personal income level
Changes in living situation
Ecological concerns affecting food supply or personal eating habits

Determine how your food habits developed and how difficult they would be to change. Experiment by trying to change a food habit in your daily life that has undersirable consequences.

Investigate vitamin-deficiency problems, including prevention, cause and cure/control of each problem. Report to the class on your findings, using as many illustrations as possible. — 60

List the foods eaten in your cafeteria over a specific length of time (e.g., a week or a month). Interview students to find out what foods they consume away from school. Develop conclusions about teenage dietary habits. List the nutrients frequently lacking from teenage diets and research the effects of a long term/short term deficiency. Keep track of everything you eat for five days, writing down each food item on 3" by 5" cards (don't skip cokes, apples and candy). Analyze your own food habits and determine if you have any vitamin deficiencies. Develop a diet for better nutrition based on your findings in these activities. — 205 / 235 / 60

From "Nutrition and Notable Characters," create some characters of your own: — 56

> Example: "Jack and Jill both fell down the hill, as everyone knows. But Jack, for some strange reason, got bruises all over his body, while Jill looked as good as before the fall. If Jack had been taking more Vitamin _____, he wouldn't have bruised so easily."

Read newspaper articles, magazine stories and books (e.g., shipwreck stories, medical books, airplane crash stories, reports from poverty areas) that describe people suffering from a chronic lack of water or nutrients (e.g., dehydration, beriberi, scurvy). Report what you found to the class using an appropriate format and using visual aids whenever possible.

Read about the diets necessary for people with specific health problems such as obesity, diabetes, ulcers and heart disease. Plan appropriate menus to correct nutritional problems. Consider how the special diet would affect other family members. Plan a family menu incorporating as much of the special diet as possible and desirable. — 191 / 47 / 83 / 248

Interview fellow students to determine their concerns relating to nutrition (e.g., overweight, underweight, posture, skin conditions, health of eyes, teeth and hair). Create a school or community bulletin board showing the way these concerns can be dealt with by nutritional methods. Illustrate the nutrition principles behind the proper selection of foods. Create a column for your school paper using information from this activity. — 60 / 149

SUGGESTED COURSE GOAL *The student will be able to plan individual and family diets according to basic nutrition principles.*

LEARNING EXPERIENCES	RESOURCES
Keep track of your food and beverage intake for three days. Evaluate the number of calories and amount of the six basic nutrients you consumed during that three-day period. By age, height and weight, determine your caloric and nutritional needs. Complete a rating sheet, such as the "Rate Your Meals for Teens" sheet.	116
Investigate the factors that affect meal patterns. Discuss the various meal patterns of your class members. Using sound nutritional principles, plan menus to fit the various meal patterns.	223 60
Show the Pillsbury filmstrip on good breakfast ideas. Research the studies done on the importance of breakfast. Plan menus for simple, quick and nutritious breakfasts. Prepare a variety of breakfasts in your home.	220 227 239
Review the nutritional charts on different foods. Rate the utility of the information presented compared to an ideal chart you create with all the information you would want presented on foods (e.g., sodium, calories, fats, cholesterol).	37 180
Keep data on all the food and beverages consumed by all of your family members during a one-week period. List the most commonly consumed items and examine them for nutritional value. Determine substitute items that could replace the commonly consumed items for increased nutritional value (e.g., fewer calories, less cholesterol, more protein, money savings).	184 60
Survey your schoolmates to determine their favorite food and beverage items. Utilize the information to write an ongoing column on nutrition in your school paper. Sell nutritional foods at a food sale to raise money for a worthy cause.	
All class members keep data on the snacks they eat during a one-week period. Compare the nutritional value of the various snacks. Research ways to prepare tasty and nutritious snacks. Have a tasting party in class with nutritious snacks.	13 174 223
Divide into groups. Each group investigates and reports on one or more of the following areas, or completes one or more of the following activities:	21
	60
Create a bulletin board display which illustrates the possible consequences of being overweight or underweight (e.g., *overweight*–more susceptible to certain diseases, such as heart disease and diabetes; dangerous in pregnancy and surgery; shortened life expectancy. *Underweight*–poor posture; slow growth).	80
Research the body build of your family members. Determine what, if any, inherited traits are evident. Study the relationship between body build, weight control and overall health.	38 173
All students decide if they need to gain weight, lose weight or maintain their present weight. Students develop a dietary plan to meet their goal.	31
Invite a medical specialist, nutritionist or dietitian to class to discuss the importance of following medical advice when controlling weight. Invite persons from TOPS, Weight Watchers or another weight reduction group into class to discuss their program and the desired results.	53
Figure out how to subtract 3500 calories from your week's menu without causing a nutritional deficiency. (This would result in a one pound per week loss.) Formulate an exercise program to burn off 3500 calories per week.	104

SUGGESTED COURSE GOAL *The student will be able to analyze conditions that require special diets and plan nutritional programs for persons with special food needs.*

LEARNING EXPERIENCES	RESOURCES
Read about the nutritional requirements for pregnant women. Plan a low-cost menu to meet those requirements. Show how a woman's diet might change before and after a pregnancy.	243 79
Investigate the special nutritional needs of infancy. Divide into groups and complete the following exercises:	10 234
Purchase a variety of strained baby foods–fruit, vegetable and meat. Prepare the same amount of strained food in your own kitchen. Note how much food it takes to prepare strained food.	60
Investigate the nutritional value of baby foods. Compare the helpfulness of nutritional labels on baby food items compared to nutritional labels on adult food items.	21
Investigate the schedule for introducing new foods into a baby's diet. Prepare a chart showing the approximate time for adding the new items (e.g., milk, strained foods, cooked cereal, hard foods).	20
Invite a nurse or pediatrician into class to discuss the special nutritional problems of early childhood. Discuss the more extreme problems, such as premature birth, infant illness, low-income families. Discuss the effect early eating habits have on later ones.	80
Visit the maternity ward in a hospital. Discuss the hospital's dietary plan for infants with appropriate hospital personnel.	
Invite a recent mother into class to discuss her experience with her child. (Inviting both an experienced mother and an inexperienced mother might also be interesting.)	38
Plan a nutritious, attractive sack lunch for a 5 to 8-year-old child using foods that aren't perishable yet taste good. Have a contest preparing appealing and nutritious food for young children, utilizing young children as the tasters and judges.	184
Invite a public health dietitian to class to discuss the use of food to control disease. Have the dietitian explain where help can be obtained for planning special diets. Show the American Heart Association Films. Divide the class into groups to plan menus for the conditions shown.	2 215
Think up emergency situations and speculate on the way food supplies might be affected (e.g., unexpected company, power failure, fire, flood, war, drought). Make a bulletin board illustrating these conditions and possible solutions. Invite people to class who've been through emergency situations. Discuss how they provided food in extreme circumstances (e.g., mountain rescue, Red Cross, war veterans, Outward Bound). Plan menus and solution strategies to provide food in the various emergency situations.	153 44 32

SUGGESTED
PROGRAM GOAL

The student will be able to apply the skills of food preparation, serving and food management.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to apply safe and sanitary procedures for preparing and storing foods.*

LEARNING EXPERIENCES	RESOURCES
As a class, discuss feelings about and techniques of safety in the kitchen. Then divide into safety inspection teams, each team examining one of the lab kitchens to determine possible safety hazards. Plan and present to the class skits or cartoons illustrating the hazards each team has found. Using the initial discussion and team presentations, work with the class to develop a checklist of safety rules or preventive measures to avoid accidents in the kitchen. Assign points determining the importance of each rule. Post the checklist in each of the lab kitchens.	250
Invite a fire chief to class to present fire prevention advice and to demonstrate the use of the fire extinguisher. Locate the fire extinguishers and fire alarms in your classroom and lab kitchens and make sure you understand how to use them. Investigate methods of extinguishing fires if a commercial extinguisher is not available or fails. Share these methods with the class.	
Invite the school nurse or first-aid instructor to your class to demonstrate first-aid procedures helpful in treating common kitchen accidents. Working in small groups, role-play kitchen accidents and appropriate treatment; evaluate your own performance in this exercise. Have each group list supplies for a kitchen first-aid kit, then compare the list with the available kit.	
Invite a local health inspector to give a lecture on food handling and storage, including regulations governing utensils and serving ware; if possible, show a movie or filmstrip on sanitation and food-borne disease. Discuss the ideas presented.	225
Investigate and share with the class case studies of illness due to poor sanitation, food processing techniques or incorrect storage.	133
Using petri dishes containing agar as a medium, grow bacteria from various possible sources of food contamination, such as hair, nails, dirt on hands or clothing.	
Develop and carry out an experiment to demonstrate the growth of microorganisms in food stored incorrectly.	107
In light of the above experiences, discuss responsibilities to self and others in the handling, preparation and storage of food and utensils. As a class develop a comprehensive checklist of sanitary procedures to use when working with food at home and in the lab. Post this list for future reference in the lab kitchens.	79

SUGGESTED COURSE GOAL *The student will be able to apply basic cooking skills and principles in food preparation.*

LEARNING EXPERIENCES	RESOURCES
Divide into small groups and take turns preparing a food product for which you have no recipe or knowledge of cooking skills and measuring techniques. Discuss the importance of basic cooking skills and procedures.	
Develop and implement a series of exercises and games to become familiar with cooking utensils. For example:	188
a scavenger hunt for listed utensils a bulletin board display a contest to see who can in a set time list and describe uses of most utensils	80
To become familiar with terms and abbreviations used in cooking, develop and perform a series of exercises and games, such as	88
Charades, with students acting out a cooking term drawn from slips of paper in a container. Matching game, where half of class have cards with abbreviations, other half have full terms; they must find their match as quickly as possible.	245
Divide into groups to investigate and practice the proper way of measuring liquid, dry and solid food products. Compare metric measures to American measures. Go through several recipes in a cookbook to make sure you understand terms, abbreviations and the equipment needed. Then change one of the recipes to the metric system.	125 66 50 49 144 185
Make a list of "Ten Ways to Keep a Friend" when sharing a kitchen. Share and discuss the list with other members of a small group. Have each group write and present a skit of what might happen when people working together in the kitchen do not share organization and responsibility for cooking tasks. Discuss the presentations and develop a class checklist of the five most important qualities of a good group member. Use this as a self-evaluation device during the cooking labs in this unit.	
Organize the work plan, time schedule and marketing list for one of the cooking labs in this unit. Inform other members about the structure you have set up and the responsibilities assigned at least one day before the lab is to take place. Evaluate the lab when completed and inform the class of your findings, using the following criteria as applicable: use of time use of energy group coordination cost versus nutrition value of experience areas for improvement	
Make a class cookbook of individual student's favorite recipes. Check one another's recipes for accuracy of terms and completeness. Working in small groups, take one of the recipes and increase amounts to provide enough servings for the entire class; take another recipe and decrease amounts to serve two people. Share results and any problems encountered when completing the activity.	
FRUITS AND VEGETABLES	
Read about the nutrients in commonly eaten fruits and vegetables and prepare a chart of caloric and nutrient values. Identify which of these fruits and vegetables supply more than 50 percent of U.S. recommended daily allowance for vitamins A and C. As a class, design a bulletin board around these "super" fruits and vegetables, or role play the contribution of these to the human diet.	167 170

Investigate and experiment with methods of cooking vegetables (e.g., baking, frying, steaming, boiling). Discuss how the method of cooking affects the vegetables regarding flavor, texture, color and nutrition. 92 179 128

Investigate and share types of salad greens other than lettuce (e.g., spinach, turnip greens, dandelion leaf, endive). Discuss types and uses of salad dressings. Investigate other types of salads such as gelatin, fruit and vegetable. Organize and hold a salad tasting lab, listing the ingredients and nutrients for each salad. 82

From a chart students have developed, review the use of fruits in the diet. Experiment with and compare different ways of preparing fruit, such as fresh, cooked, dried and canned. Discuss changes in nutrients, flavor and appearance due to type of preparation, including the effects of additives such as sugar, lemon and pectin. 85

Working with small groups of students, prepare a fresh fruits platter, fresh fruit cup, or fresh fruit juices. Judge each for the most palatable, attractive and nutritious characteristics. 60

Review the common fruits and vegetables and identify the season each is plentiful. Discuss tasteful and nutritive methods of preparing each. Investigate and discuss the means of preserving and storing fruits and vegetables for retention of nutritive and aesthetic qualities. 100 123 90

MEATS

Investigate the principal nutrients in the meat group. Develop a chart comparing nutrients for different types of meat such as pork, lamb, beef. 181

Keep a list of new vocabulary words or terms encountered while reading about meat; share with classmates.

Study and discuss the principles and techniques of meat cookery.

Visit a meat market or invite a butcher to class to discuss different meat cuts and methods of cooking; the tenderness, nutrients and cost of various cuts; and meat carving techniques. 117

Invite a guest speaker from the meatpacking industry to discuss meat inspection, grading of meat and the Wholesale Meat Act.

Figure the cost per serving of various cuts of meat. In small groups, divide a less tender cut of meat into several pieces. Tenderize by various methods such as pounding, grinding, adding chemicals, slow cooking and marinating. Compare and discuss the results. 141

Investigate preservation and storage techniques for fresh, frozen, cooked and canned meats. Share findings with the class. 183

Investigate and discuss low-cost meats, meat extenders and meat substitutes. Organize and prepare a lab using these meats in casseroles and original recipes. 152

Discuss economic, cultural and nutritive factors that affect meat buying decisions. 146 241 253

FISH

Investigate the nutritive value of various seafoods. 118

Keep a list of new words found in reading about seafood. Share these with classmates.

Visit a seafood market or invite a fishmonger to class to discuss kinds of seafood and freshwater fish available in the area; the preparation, nutritive value and cost of fish; the filleting of fish. 127

In small lab groups investigate and demonstrate methods and techniques of seafood cookery, such as poaching or broiling. 156

Study and discuss different methods of preserving and storing fish.

Compare fish with meat, using the following criteria and any others you can devise: 157

nutritive value
cost
availability, projected availability
cultural and social values affecting use
ease of preservation and storage
chemical additives
environmental impact

POULTRY

Study the nutritive value of various kinds of poultry. 129

Keep a list of new words found in reading about poultry. Share with classmates.

Visit a poultry market or invite a butcher to class to discuss kinds of poultry available in the area; the preparation, nutritive value and cost of poultry; and the cutting of fresh fowl.

In small lab groups, investigate and demonstrate methods of selecting and cooking poultry, such as fricasseeing, broiling, baking and stewing.

Compare poultry with fish and meat using the following criteria:

nutritive value
cost
availability, projected availability
cultural and social values affecting use
ease of preservation and storage
chemical additives
environmental impact

DAIRY PRODUCTS

Investigate the nutritional value of foods in the dairy group.

Study types of milk and milk substitutes to determine their nutritional equivalency.

Study and discuss general cooking principles for milk products. Organize a lab to experiment with milk-based recipes such as white sauces, puddings and cream soups. Substitute various types of milk products in the recipes and include a commercially prepared product. Compare the results for taste, nutrition and difficulties encountered with types of milk.

Investigate and plan a display about the production of cheeses. Organize a cheese-tasting lab.

Relate the principles of cooking with milk to cooking with cheese. Divide into groups and prepare several types of cheese casseroles. Discuss their nutritive value as compared with a meat/fish/poultry main course meal.

EGGS

Identify the parts of the egg and the nutrients found in eggs. 259

Keep a list of new terms found in reading about eggs and share these with classmates.

Prepare a bulletin board to describe what is meant by the grades, sizes and fertility of eggs. Discuss how this affects selection, storage and nutritive value.

Investigate and discuss these functions of eggs in cookery:

thickening agent
leavening agent
emulsifying agent
binding or coating foods
adding nutrients
improving color, texture, flavor

Organize and carry out a lab where each of several groups prepares an egg dish as a main course, varying some of the recipes with egg substitutes. Compare the cost, nutritional value and flavor of eggs and egg substitutes. 15

BREADS AND CEREALS

Study the nutritive value of breads, cereals and cereal products. Discuss the role of carbohydrates in providing energy for the body. 134

Make a bulletin board illustrating the parts of a wheat kernel and the milling process. Compare and discuss the nutritional differences of cereals and grains milled in various ways.

Investigate and list the basic techniques of cooking with cereals and grains. Discuss the problems inherent in cooking with starch products and determine methods to avoid these problems.

Analyze what happens to a grain of cereal when it is cooked. Organize a lab to compare cooked cereals with uncooked ones (e.g., cream of wheat or granola). Compare hot with cold cereals also for nutrition and flavor. Research and list uses other than breakfast food for cereal.

Divide into lab groups and make macaroni from scratch, experimenting with a variety of flours. Investigate the most nutritional methods of preparing and cooking macaroni. Share your results with the other groups.

Make dough of water and flour: 1 cup flour–gradually add approximately ¼ cup water to form a stiff (not sticky) dough. Knead extensively and let stand before wrapping with cheesecloth and run water over to remove starch. Bake at 450° 10 to 15 minutes. Drop temperature to 325° for 30 minutes. If done correctly, dough will increase in volume 4 to 6 times. Discuss the results.

Investigate and discuss the action of the following leavening agents: 84

yeast 224
baking soda
baking powder
steam
incorporated air

Have different kitchen lab groups prepare a common grain food using one of the leavening agents.

In the kitchen lab, prepare yeast breads using different grains and shaping the bread in various ways.

Using cakes and pies as examples, discuss the difference between batters and doughs, including ingredients, preparation, timing, equipment needed and standards for completed products. Select and prepare a cake and a pie in the kitchen lab, and discuss their nutritional value. 130

Sell the foods produced in the three previous learning exercises to raise funds for future activities.

FATS

Study the importance of fats in the human diet. Make a list of types of fats and their different nutritive values.

Divide into groups and make pastries with different types of shortening. Compare the results and rank the pastries according to taste, appearance, texture and nutritional value.

Fry foods, varying the types of fat used and the cooking temperature. Compare the results.

Read about the varieties and uses of spices and herbs. Prepare variations of a single recipe with different spices and herbs than called for (fresh and dried). Then taste and compare the versions of the recipe.

To practice identifying problems and errors in a recipe, take a single cupcake recipe for preparation. Divide into groups, each group preparing one variation on the recipe such as no eggs, no baking powder, no salt. Share the results and have each individual record impressions on the following chart: 19

No eggs: appearance, taste, texture, consistency
No baking powder: appearance, taste, texture, consistency
No salt: appearance, taste, texture, consistency
Other:

Discuss errors made in cooking throughout this unit. Develop games and exercises to practice matching problem with cause, for example:

Flash cards: problems one side, cause on the other
Fish/Game cards: product failure matched with cause

Prepare a simple and nutritious breakfast and a simple and nutritious lunch. Share ideas from the menus prepared. Discuss eating patterns in relation to body's needs. 99
6
252
251

Collect and share advertisements of snack foods and discuss the effect of advertising on food habits. Develop a list of nutritious snack foods from all the food groups. Compare these with commercially prepared snack foods for nutrition and cost. 101
24

Draw up a week's menu plan, keeping in mind the nutritional needs, tastes and economic means of an average-income family of four. Assume that, for the majority of the week, the meal plans should be quick and simple. Take advantage of seasonal foods and draw on all food groups. Trade menus with another classmate and analyze the success of the menu.

SUGGESTED COURSE GOAL *The student will be able to manage time, energy and money in the preparation of nutritious foods.*

LEARNING EXPERIENCES	RESOURCES

As a class, decide on a complex food preparation activity which can be finished in a set time with careful planning and organization. Allow one day for planning, the next for actual preparation. On planning day divide into four equal groups structured in this manner:

Group 1: do no planning; spend time in free activity
Group 2: randomly chosen member does planning, does not inform other group members, who are in free activity, until beginning of preparation next day
Group 3: plans together with no leader
Group 4: plans together with leader

All groups begin preparation at the same time the next day. When time is up, all groups must stop, finished or not. Serve completed products and make plans to finish any not completed. Analyze the experience and discuss relative time and energy expenditures in all the groups, as well as any differences in the final food product.

Formulate a class definition of "convenience" foods. Discuss the difficulties of discovering the nutritional value of some convenience foods and determine methods of study. 138

Bring in ideas for the home preparation of convenience foods, choose several and prepare them in class. Compare them with the commercially prepared product. Debate the pros and cons of the foods made from scratch versus their ready-made counterparts.

Each of several groups select a convenience food, prepare it creatively and share it with the class. Evaluate results on the basis of additional time, energy and money used compared to the nutrients and quality gained. Discuss other creative approaches to the convenience foods selected.

Set up a "What's New" display of convenience foods, including suggestions for creative preparation.

Study time and energy saving techniques in food preparation. Pretend you are a management consultant and investigate one of the lab kitchens. Draw up a list of suggestions and changes that will save time and energy, such as better placement of equipment and utensils, new equipment, or altering the division of labor in a given project.

Investigate new food preparation equipment. Analyze management problems each might represent (e.g., electronic ovens which cook only one food at a time). Share your findings with the class. 182

Set up a kitchen equipment fair. Demonstrate and discuss the equipment.

Write and distribute a household hints column or pamphlet about saving time, energy and money in food preparation.

Divide into groups, each choosing a meal-planning project related to a specific management technique, such as planning a menu:

to be prepared and eaten in a limited amount of time
to take best advantage of seasonal foods
that best utilizes given equipment
to demonstrate variety in color, texture, flavor and shape

Evaluate and discuss the success of one another's projects.

Make a chart illustrating typical food preparation duties for each of your family members. Determine the value of redistributing the tasks and revise the chart accordingly. Share the results with family and classmates.

SUGGESTED COURSE GOAL *The student will be able to apply proper techniques for the preservation of foods at home and determine the benefits.*

LEARNING EXPERIENCES	RESOURCES
Make a list of the changes necessary in your daily routine if no dried, frozen or canned foods were available. Draw a cartoon of a single situation where your routine would be upset by this lack and post it on the bulletin board.	
Brainstorm and list methods of preserving food. Investigate methods of food preservation, including those no longer commonly used.	161
Find and display articles about food spoilage that have occurred in home or commercially preserved foods. Discuss the causes and precautions to be taken in home preservation or purchase of commercially preserved food.	93
Invite a homemaker, experienced student or teacher to present a demonstration of preservation techniques. Take notes on techniques and special hints the speaker may give.	222
Divide into groups according to preservation techniques. Review the technique for which your group is responsible. Choose a food presently in season and have each group preserve it. Display preserves and demonstrate the process and equipment used. After several weeks, open the preserves and compare for taste, texture and appearance.	126 154 8
Prepare a food sample for freezer storage using different containers, such as glass, plastic and wrapping materials. Freeze, thaw and compare quality of products.	26
Purchase a food in fresh form and in several different processed forms. Compare for taste, price, nutrients, time required for preparation. Analyze the processed forms for additives present.	122
Write a paragraph describing feelings, concerns and values developed while doing food preservation projects.	34
Develop and share a list of special precautionary measures taken during food preservation projects. Review filmstrips or leaflets on food preservation techniques and cautionary measures. Summarize materials by developing games and exercises such as flashcards of terms or equipment and identifying the process to which they belong.	209 5 257 86

SUGGESTED COURSE GOAL *The student will be able to identify and describe the potential for working with foods as a source of creative and aesthetic self-expression.*

LEARNING EXPERIENCES	RESOURCES
Go on a field trip to a china store or department. Observe and take notes on different designs and materials used in table settings.	
Spend a morning at rummage sales and dime stores; take notes or else purchase possible finds for table appointments. Share your discoveries with classmates.	
Design and make an unusual tablecloth, centerpiece, runner or place mats.	
Study and demonstrate, through skits or cartoons, improper table setting and manners.	126 48 21
Organize a bulletin board display of magazine pictures showing eating customs in other countries. Discuss differences in table settings and manners. In groups, compose two universal rules for appropriate table manners. Share and discuss them with other groups.	
Find and organize a display of foods and equipment suitable for picnics and backpacking, including safety and sanitary precautions.	74
Plan a menu and equipment for a backpacking trip with certain limiting conditions, such as no potable water or firewood.	38
Design an exercise on improvising equipment from the environment, pretending, for instance, that you forgot silverware on a backpacking trip.	
Taste dehydrated backpacking food. Discuss its pros and cons on trips of various lengths regarding taste, cost, weight and nutrient value.	
Plan a barbecue or picnic using creative ideas found in magazines and cookbooks or presented in class. Practice and share firebuilding and outdoor cooking techniques as you prepare the meal.	
Review issues of *Gourmet* magazine. Share examples of ordinary meals prepared in a special way. Try several recipes in the lab, altering, if possible, the more expensive ingredients with similar, less expensive ones. Share your results. Discuss and define the term "gourmet."	190
Develop an itemized plan for a special party where food is served. Figure the total cost of the party and cost per guest, then cut the expenses by one third. Indicate where costs were cut and why, and discuss how the party will be affected.	
Adapt a menu plan to serve a very large group. Make and list special considerations if this meal were to be served at home, in the home economics room or in a large banquet hall.	
Give each of several groups a different menu for which each designs a creative table setting, including decorations and centerpieces. Evaluate one another's settings.	
Plan and carry out a party for senior citizens.	
Review the unit and discuss your feelings about planning and preparing foods attractively or for special occasions.	

SUGGESTED
PROGRAM GOAL

The student will be able to apply consumer skills related to the purchase of foods.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to interpret the influence of cultural, economic, psychological and social factors on the selection of individual and family foods.*

LEARNING EXPERIENCES	RESOURCES
During a field trip to a grocery store, each student select one food product. Note which brand of that product on display catches your eye first and why. Then compare the variety of brands as to cost, convenience, quality, quantity or sizes available, and nutrient value. Report results to the class and discuss.	
Collect food advertisements from magazines, newspapers and television. Analyze the effectiveness of the ads and the amount of actual food information each supplies. Organize a display of the most effective advertisements.	
Invite advertising people in the food industry to class to discuss psychological considerations and techniques used in advertising.	
Review selected books, pamphlets and films on ads and advertising. Present a review of one of these sources to class. Discuss and list selling techniques and devise a game around them, such as dividing into groups, each of which develops a skit or advertisement illustrating a technique.	261 258
Write and present a food advertisement for the radio; then adapt it for a newspaper. Discuss the advertisement differences due to media type, motivational techniques used, and the reliability and effectiveness of the information presented.	226 221 108
Study selected materials and define types of food labeling. Discuss the Fair Packaging and Labeling Act, and what it requires on labels.	132 217 212 136
Collect labels from products used at home or in the lab. Divide the labels among groups and analyze the information required by law, as well as additional or descriptive labeling. Share findings with the class.	
Study and discuss the factors and format involved in nutritional labeling. Develop a class model for an accurate and readable nutritional label.	148
Determine types of products with open dating and those without. Discuss open dating as an aid to the consumer, and its effect on retailers.	
Invite a guest speaker from the grocery industry to discuss the pros and cons of the universal product code and automated checkout.	165 139 260
For one week, keep a written record of the food you eat. Describe and discuss the factors which influenced your food decisions. On the board make a class list of these factors under main headings such as social, cultural, economic, physical, and intellectual.	79 4
Imagine that you must decide whether to buy a food product for your family in one form only (e.g., frozen, dehydrated, canned, or the ingredients to make it from scratch). List and discuss the steps used in making the decision.	21 20 67
Using grocery ads from local newspapers and assuming a given amount of money, write a nutritionally balanced dinner menu for a week. Consider sale items and amounts of savings, and the use of time, energy and transportation shopping at several stores to take advantage of sales. Share your menu with the class and discuss the decision-making steps used.	

SUGGESTED COURSE GOAL *The student will be able to apply shopping and mangement principles in the wise use of the food dollar.*

LEARNING EXPERIENCES	RESOURCES
Divide the class into three groups representing how, when and where to shop. Have each group discuss and list considerations related to their title. For instance: How: use comparative pricing techniques When: shop during legitimate sales Where: shop where you know the quality of merchandise is good	
Make a bulletin board display from the ideas of each group.	
Take a field trip to a store. Observe and discuss the store layout, merchandising techniques, display items and their relation to shoppers' traffic patterns.	
Conduct a survey to determine the services of local stores, store hours, when stores are least crowded, and sales or promotions scheduled by different stores. Discuss the effect of these on shopping patterns.	
Develop skits or role play wise shopping procedures versus poor shopping procedures. Discuss how food money can be wasted or extended by impulse buying; trading stamps; facts or fads on food; vitamin and dietary supplements.	263 175
Share with the class an advertising gimmick by which you were taken in.	
Identify and display various methods for packaging food. Organize a display of different package sizes, indicating possible deception. Discuss packaging practices that add to the cost of the food product such as nutrient labeling, container types and additions for consumer enticement.	240 105 77 169
Invite a speaker from the county extension agency to discuss food and "hidden" food costs, as well as ways to extend the food dollar.	
Study, then lead a class discussion on the initial cost of the changeover to the metric system. Organize a display on the metric system, comparing it to the system we use now.	254 23 186
Invite a supermarket manager to class to discuss past and present changes in the grocery industry, and how these affect the consumer.	97
Divide into two groups. Have group A purchase several brands of the same canned food product and weigh the actual content after water or syrup is removed. Compare actual costs per serving of the brands. Group B prepares a specific weight of ground meats with various fat contents, noting the amount of shrinkage and figuring the actual cost per serving. List findings from both groups on the board and discuss whether the less expensive brand or variety is a true saving.	
Use consumer periodicals to compare the price and quality of various brands of the same food product. Discuss how brand names affect cost.	
Conduct experiments to determine low cost foods with high nutritive value in the following manner: Group A tests five vegetables, showing cost and value of nutrients per serving, using in-season and preserved vegetables Group B compares five cereals for cost and value of nutrients per serving Group C compares home-prepared and TV dinners of same type for cost and nutrient value per serving	
Share group results.	

Using a balanced menu that is high in cost, divide into groups and substitute lower cost foods with high nutrient value. Compare new menus, discuss the reasons for changes made and compute difference in cost.

Identify cultural and economic factors affecting the definition and use of "luxury" foods. Discuss the difference between wants and necessities.

As a class, discuss and list on the board factors affecting food cost under the following headings: 113

marketing (e.g., advertising) 160
food store operation (e.g., pricing policy)
economic factors (e.g., labor relations)
environmental factors (e.g., season)
family circumstance (e.g., special dietary needs)

Invite a panel of parents and others to discuss ways they try to control the cost of purchasing food.

Construct a bulletin board display of methods by which the consumer can control food costs and extend the food dollar. Compose a booklet of these methods (including tested, low-cost recipes) and distribute it. 242

Discuss home gardening as an alternative to buying produce. Interested students could plan and plant a garden, then figure the cost and estimated nutrient value of the food produced.

Develop and play games to help broaden your awareness of realistic food prices. For example:

The Price Is Right—guess the actual price of displayed items
Menu Plan—write a balanced menu plan and figure cost per serving, then compare with actual food costs

Use newspaper ads for or visit a large supermarket, a discount or specialty store and a small, locally owned grocery. List advantages and disadvantages to each type of outlet, comparing the prices of food at each. Discuss findings.

Go to the store where your family shopping is done. Break down the total food purchases separately for

meats
fish and poultry
eggs
milk and dairy products
fruits and vegetables
bread and cereals
fats and miscellaneous

Record percentages for each category and compare your list with others' lists.

Review reading materials to determine characteristic low-, moderate- and high-cost food menus. Plan a menu using each type. Discuss problems and solutions. 177

Review and discuss the advantages of planning ahead before shopping. Compile a class summary of effective shopping list organization, shopping techniques and food management. Use the same format as the first learning experience of this unit on page 36 (i.e., how, when, where to shop). 256 218 63

List considerations in food planning for your own family, such as size of family, age of members, food dollar spending versus spending in other areas, etc. Discuss the importance of total family cooperation in the food spending plan. 261

Buy your family's groceries for one week. Discuss problems and solutions.

Develop a written, overall budget for a family, given a weekly income amount. Set up categories for food, shelter, clothing, entertainment, transportation, medical and insurance, and miscellaneous. Evaluate and discuss the percentage of income breakdown for each category. 28 115

SUGGESTED COURSE GOAL *The student will be able to apply the rights and responsibilities of the buyer and seller in the purchase and selection of foods and food preparation equipment.*

LEARNING EXPERIENCES	RESOURCES
Invite a panel to discuss rights and responsibilities of the consumer-citizen. Videotape or record the discussion for other classes.	
Divide into two groups. One group researches the rights and responsibilities of the buyer; the second group researches rights and responsibilities of the seller. Discuss and display a list of your findings. For example:	249
Consumer Right: to be informed of true ingredients	229
Consumer Responsibility: to examine food product label	230
Seller Right: to a fair profit	
Seller Responsibility: to keep prices competitive	
Collect and display cartoons pertaining to the consumer and food buying. Using a personal experience as a basis, draw and display your own cartoon.	
Role play responsible and irresponsible consumer and salesperson behavior through logical consequences. Discuss whether each situation is a right or responsibility of the buyer or seller. For instance, rudeness to the seller may result in the buyer receiving inadequate or inaccurate food product information.	
Interview grocery store buyers and study selected materials to learn how the selection of goods and stock on hand is affected by consumer demands.	163
With the permission of the grocery store manager, work in pairs to observe different shoppers in the store. Watch for "impulse" purchases. Share and discuss your findings.	
Write a short paper outlining factors which influence teenage spending. Compare in class, and figure percentages of money spent in different classifications. Evaluate your own performance as a responsible consumer.	16
Discuss the question "How are your parents or guardians teaching you money management?"	
Discuss the rights of consumers to be informed of deceptive practices versus the responsibility of consumers to inform themselves.	216
Arrive at a class definition of consumer resource materials.	
Using the following list as a guide, in small groups or individually study and report on one of the agencies or aids available to the consumer:	81
Consumer-financed testing agencies	77
Consumers Union of U.S.	
Consumers' Research	40
Business efforts	
Underwriters' Laboratory	73
National Electrical Manufacturer's Association	
United States of America Institute	42
National voluntary consumer organizations	
National Consumer League	9
Center for Consumer Affairs	
National Consumers Committee for Research and Education	12
National approval/testing centers	
"Seals of Approval"	166
Better Business Bureau	
American Home Economics Association	
American Dental Association	

Consumer services of individual stores
State and local levels
- Fraud bureaus
- State, county and city agencies
- Voluntary organizations
- Consumer representatives in government

Federal government
- Federal Communications Commission
- Federal Trade Commission
- Food and Drug Administration

Choose a controversial food product. Divide into groups and study the product through a variety of consumer aids and publications, including at least one from every group listed in the previous learning experience. Compare findings and evaluate the reliability and validity of information and recommendations from each source.

Analyze recent copies of *Consumer Bulletin* and *Consumer Report.* Prepare a one-page paper on the nature and content of these publications and their value to consumers. Discuss the type of people likely to be subscribers.

Obtain a copy of the *Consumer Education Bibliography*. Send for, examine and discuss the publications which are food resource materials. How varied and complete is the information? 94

From the sources examined in the five previous learning experiences, compile a consumer food product resource file for the classroom or school.

Discuss the value for the consumer of up-to-date product information. Determine a methodology for securing and screening current food resource material. For example:

Securing–from bibliography in books, magazines, articles
Screening–note publication date, evidence of research

Investigate the concept of food additives. Define the term "food additives" as a class. Discuss the use and function of additives in food products. 47 60 38 5

Visit a cannery, food processing plant, or produce or meat department of a grocery store. Investigate the presence of additives through 111

pesticide residues
fertilization or fattening processes
manufacturing processes
food containers
safety and sanitary considerations

Display labels from food containers, underlining additives. Take one label and analyze the functions of the additives present. Study the pros and cons of those additives. 102 80 159

Divide into two groups and debate the use of food additives. Note the points made by each side and prepare a bulletin board display of the advantages and disadvantages of food additives.

Investigate and present to the class an example of a food fad, such as a capsule or wafer meal, or different diets. Discuss characteristics of food fads, and the techniques or methods used by fad promoters to sell their product, such as scare tactics, incomplete research, or use of public ignorance. 78 260 247

Share an article or personal experience dealing with food fads.

Discuss possible results from following food fads, for instance, additional expense or endangered health.

As a class, define the term "health food." Divide into groups to examine current references on health food and articles from health food magazines. Evaluate and discuss the resources examined. 60

Debate whether health food is a food fad.

Report to the class on how to purchase food equipment in regard to 143

- safety considerations for use and care
- seals attached to identify appliances as tested or guaranteed
- product warranties

Collect a variety of guarantees and warranties. Divide into groups to analyze and evaluate one of the samples in regard to

- what is covered
- circumstances which would make it invalid
- length of time covered
- restitution provided

Write an effective and an ineffective warranty for a piece of food equipment or table serviceware. Share and evaluate with classmates. Discuss criteria for a warranty of value to the consumer.

List, then draw names of materials such as Teflon, aluminum, stainless steel, copper, foil. Investigate heat conduction properties and proper care procedures for the material drawn. Report to class and discuss. 231 145 158

Develop a game to learn terms related to use and care of equipment–for instance, match terms with pictures of equipment to which they generally apply.

Collect magazine and newspaper ads to study general trends and features of kitchen equipment. Discuss which and whether new features are a definite improvement in equipment design.

Each kitchen group bake a simple cooking recipe using different cooking sheets, including

- Teflon coated
- shiny aluminum
- dark tin
- dented aluminum

Compare results. Discuss problems or advantages of different materials and importance of selection and care of equipment.

To demonstrate the versatility of small kitchen appliances, prepare products not commonly prepared in each–for instance, cole slaw in a blender or cake in a frying pan.

Plan and prepare the same meal using equipment other than an oven, and one using an oven only. Discuss and list ways to improvise when an oven is not available, or when it is the only appliance available.

Prepare and compare foods cooked with a microwave oven to a conventional oven for color, flavor, texture, cost, time and energy used. Investigate and debate the use of the microwave oven. 164

Study energy costs of various kitchen appliances. List and share ways to save energy, such as turning off the electric range or oven a few minutes before end of cooking time.

Choose a specific appliance used in the kitchen and investigate trends and features, including a visit to the appliance store to compare brands. Determine the best buy for the lab kitchen, and the best buy for your own family. Report your decision and reasoning to the class.

Make a list of "luxury" and "needed" features in a variety of appliances. Compare lists with your classmates and discuss criteria for choices.

From personal experience, newspapers and consumer education periodicals, list deceptive food and food equipment practices encountered. Share and list ideas on how to detect such practices.

Develop criteria for legitimate consumer complaints about food or food equipment purchases--e.g., in what instances the consumer should have examined the product more responsibly before purchase, in what instances the seller should be blamed for deceptive practices. 172

Invite guest speakers such as business people in the food industry, lawyers, or consumer agency personnel to discuss how complaints can be presented most effectively. 244

Devise a consumer complaint form and perhaps use it to write a letter of complaint about a food product to the Food and Drug Administration. Critique and compare as a class. 114 52

Divide into small groups to report on possible individual and collective actions that can be taken against deceptive food and food equipment practices, and on agencies available for aid, including

- Federal Agencies
  - U.S. Department of Health, Education and Welfare
    - Public Health Service
      - Food and Drug Administration
    - U.S. Department of Agriculture
      - Agriculture Research Service
      - Agriculture Marketing Service
    - U.S. Department of Commerce
      - National Bureau of Standards
      - Federal Trade Commission
      - Office of Consumer Affairs
- State Agencies
  - State Department of Agriculture
  - State Consumer Protection Agency
- Private Agencies
  - Better Business Bureau
  - Food Manufacturers, Consumer Relations Director
  - Home Service magazines
  - Legal Aid societies

Draw up general guidelines for procedures to resolve consumer complaints relating to food and food equipment purchases.

Invite a lawyer or consumer agency representative to discuss consumer protection services in Oregon. In what areas and to what extent do these services protect the consumer?

From newspapers, magazines or personal experience, present a consumer protection situation to the class. Decide what action would apply, where to go, and how to proceed.

Discuss who has the final responsibility for consumer protection.

SUGGESTED
PROGRAM GOAL

The student will be able to identify and describe qualities and preparation needed for employment in food service occupations.

Classroom teachers should develop their own performance indicators related to these suggestions, continually altering them to reflect local concerns, changing societal and environmental issues, and new discoveries that may influence information and technology.

SUGGESTED COURSE GOAL *The student will be able to identify economic trends, employment opportunities, job requirements, and personal interests and talents in the food service field.*

LEARNING EXPERIENCES	RESOURCES
Investigate growth and employment trends in the food industry.	
Invite a person from "Restaurants of Oregon" to your class to discuss food industry job opportunities.	
Survey the local community for potential job opportunities in the food industry. Discuss local factors affecting job opportunities, such as major industries, educational opportunities and economic conditions. Compare these factors with a smaller and a larger community in Oregon.	228 64
Take a class field trip to a restaurant or other food service establishment. Observe various food service jobs and outline interests, abilities and skills that would aid in the performance of each job. Share these, then make a bulletin board display of the findings.	246
Clip all food-related jobs in the newspaper want ads for a week. List and categorize types of jobs offered. Make a job cluster pyramid display according to levels of training and experience required for each job.	
Study food industry jobs by reading and by interviewing people in the field. Find out	18
salary levels advancement opportunities age limits experience needed working conditions expected responsibilities	233
Share your findings.	
Invite a union representative in the food industry to talk in class about union-related apprenticeship programs, such as a meat cutter's program.	
Brainstorm about occupations that may not be immediately thought of as food service careers but are related in some way—for instance, restaurant architect, food magazine journalist or photographer, or animal nutritionist. Share your ideas.	
Invite a counselor or employer in food service to discuss personal qualities important for a food service employee, methods of acquiring entry-level skills, and opportunities for further education in food service occupations.	
Have demonstrations or workshops on job skills, such as	
grooming purchase and upkeep of clothing voice and speech habits communication skills	
Discuss good attitudes for the relationship between	
employer-employee employee-employee employee-customer	
Role-play conflict situations in the above categories and discuss best solutions. Decide how attitudes, skills and abilities affect job success.	

Develop a checklist of attitudes, skills and abilities necessary for a job in the food service industry. Find your weak and strong points and make plans for improvement where necessary.

Review food service jobs. Decide which jobs would be the most and least appropriate for you, and why. Decide which jobs interest you most and least, and why. Outline steps you would have to take to obtain skills necessary for jobs that interest you most.

Serve lunch to the faculty or another group. Have students perform jobs of cooks, managers, hostesses, dishwashers, etc. Evaluate and discuss your performance and your feelings about the role assigned.

SUGGESTED COURSE GOAL *The student will be able to identify jobs and training opportunities for self-employment in the field of nutrition and foods.*

LEARNING EXPERIENCES	RESOURCES

As a class, list food-related homemaking tasks into separate skills and abilities such as purchasing, preparing, nutrition planning, etc. Discuss opportunities to gain training and skills in each area, from specialty schools to clubs or readings. Evaluate your own strength or weakness in each area and outline a plan for improvement where necessary.

Discuss differences in home food preparation and food habits when all family members are employed or active outside the home. Determine techniques to minimize differences, such as family cooperation or use of special kitchen equipment.

Research and share ideas for food-related jobs that can be done at home to earn money. For example:

catering
planning and giving parties
making specialty items
writing food articles or books
running a home restaurant

Prepare a bulletin board or display case to illustrate your ideas.

Investigate laws and regulations regarding the operation of a food-related business at home.

Divide into groups and prepare samples of foods that could be prepared and sold from home. Compute the dollar value of shopping, preparation, serving and cleanup for each product. Evaluate products and determine improvements that could be made. Research marketing possibilities.

Plan and carry out a class food business similar to one that could be prepared and sold from home.

Discuss personal feelings and values gained from homemaking activities.

ASSESSMENT

In the Goal-Based Planning for Home Economics section of this guide, four sets of desired outcomes were identified: (1) state goals; (2) district goals; (3) program goals; (4) course goals. Competencies were discussed. Personal goals of individual students were mentioned. These were followed by specific suggestions (learning activities, teaching strategies, resources, alternative instruction, etc.) designed to assist the planner in implementing a goal-based curriculum.

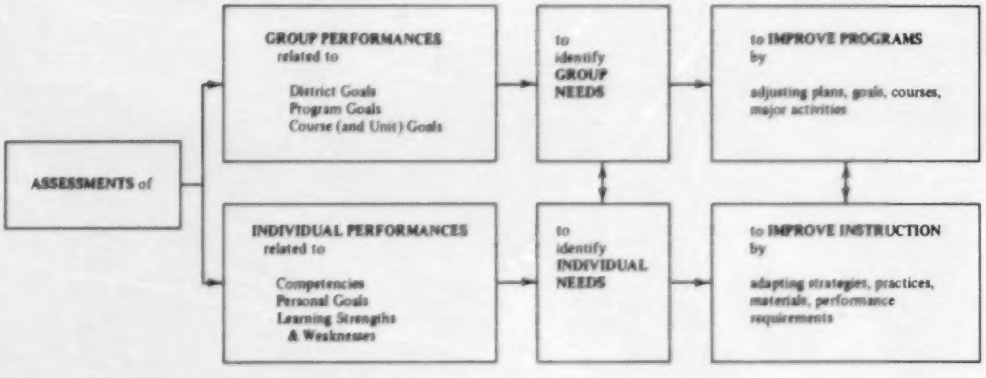
Once instructional plans are implemented, the teacher must pose the question: Are students attaining desired outcomes, and is the home economics program helping them to reach those outcomes? The quality of the answers to these questions depends on for what purpose and how well assessment activities are designed and carried out.

To measure the attainment of any goal or competency (Was it reached? . . . *not* Why? or Why not? or even How well?), Oregon uses **ASSESSMENT**. Assessment in Oregon means *taking inventory*–asking, Where are we? Evaluation in Oregon means *judging the inventory(ies)*– asking, What'd we intend to do? What did we do? How well'd we do it? What would we do differently if we did it over? Assessment and evaluation are *not* synonyms in Oregon.

If it is desirable to know the kind of overall job the home economics program is doing, then the performance of groups of students is significant. Assessment focuses on whether an acceptable majority of students is attaining established goals. The needs of groups of students can then be identified and program planning improved accordingly. If, however, it is desirable to know how well individual students are attaining desired (or required) outcomes, then the performance of each individual student is significant. Assessment focuses on the needs, interests, and learning strengths and weaknesses of individual students as they strive to develop and demonstrate desired outcomes. The needs of individual students can then be identified and learning activities, teaching strategies, resources, etc., adjusted accordingly.

These relationships are shown below. Assessment of each of the elements shown in the figure will provide answers to particular kinds of questions.

ASSESSMENTS OF GROUP AND INDIVIDUAL PERFORMANCES



Assessment of district goal attainment answers the question: To what extent are students attaining the outcomes of schooling the community and its schools desire?

Assessment of program goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers and curriculum planners desire?

Assessment of course goal attainment answers the question: To what extent are students attaining the outcomes home economics teachers desire for *Nutrition & Foods?*

Assessment of competency attainment answers the question: To what extent is a student demonstrating desired *applications* of what has been learned in order to graduate?

Assessment of personal goal attainment answers the question: To what extent is a student attaining those outcomes designated as of greatest personal importance, need, or interest?

Assessment of learning strengths and weaknesses answers the question: What characteristics reflected by a student's performance can be seen as enhancing or inhibiting attainment of desired outcomes?

In seeking answers to these questions, student performances that can be accepted as indicators of attainment of desired outcomes must be clear. These performance indicators serve to guide the assessment activity in producing the most needed information.

To be in compliance with state requirements, each district must assure that assessment activities are carried out in relation to three points. Assessment of student demonstration of competencies required for graduation and identification of learning strengths and weaknesses are two of these. In addition, the home economics program may be selected by your district for a special kind of assessment required by the state. If this happens, it will be necessary to analyze the goals of the program to determine the extent to which students must develop or apply reading, writing, and computing skills in attaining those goals. Assessment will then focus on describing how well the necessary skills are being developed or applied.*

*Assessment in goal-based planning is described on pages 17-30 in the *Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions.* (Salem: Oregon Department of Education, 1977).

data reportedly accurate at time of publication

RESOURCES

Print

	Books & Articles for Students	*Address*
1	*Americana Cookery–Favorite Recipes of Home Economics Teachers.* Montgomery, AL: Favorite Recipes Press, n.d.	Favorite Recipes Press PO Box 3396 Montgomery, AL 36109
2	American Heart Association, *American Heart Association Cookbook,* New Ed. New York: David McKay Co, Inc, 1975.	David McKay Co, Inc 750 Third Avenue New York, NY 10017
3	Aykroyd, W.R. *The Conquest of Famine.* New York: Reader's Digest Press, 1975.	Reader's Digest Press T.Y. Crowell Co Distributors 666 Fifth Avenue New York, NY 10019
4	Barclay, Marion, et al. *Teen Guide to Homemaking,* Third Edition. New York: McGraw-Hill, 1972.	McGraw-Hill Book Company 1221 Avenue of the Americas New York, NY 10020
5	Bernarde, Melvin A. *The Chemicals We Eat.* New York: McGraw-Hill, 1971.	(see 4)
6	*Betty Crocker's New Boys' and Girls' Cookbook.* New York: Western Publishing Co, Inc, 1965.	Western Publishing Co, Inc 1220 Mound Avenue Racine, WI 53404
7	*Bicentennial Cookbook–Favorite Recipes of Home Economics Teachers.* Montgomery, AL: Favorite Recipes Press, 1976.	(see 1)
8	Bills, Jay and Shirley. *Home Food Dehydrating: Economical "Do-It-Yourself" Methods for Preserving, Storing and Cooking.* Bountiful, UT: Horizon Publishers, n.d.	Horizon Publishers & Distributors 50 South 500 West Bountiful, UT 84010
9	Bishop, James, Jr. and Henry W. Hubbard. *Let the Seller Beware.* Washington, DC: National Press, Inc. 1969.	National Press, Inc 529 14th Street NW Washington, DC 20011
10	Bogert, Jean L., et al. *Nutrition and Physical Fitness,* Ninth Edition. Philadelphia, PA: W. B. Saunders Company, 1973.	W. B. Saunders Company 218 West Washington Square Philadelphia, PA 19105
11	Brown, Lester R. and Erik P. Eckholm. *By Bread Alone.* New York: Praeger Publishers, 1974.	Praeger Publishers 200 Park Avenue New York, NY 10017
12	"Cabinet Rank for Us Shoppers," *Changing Times.* Jan 1969.	Changing Times Educational Service 1729 H Street NW Washington, DC 20006

	Books & Articles for Students	*Address*
13	"Can Snacks Fulfill RDA?" *Illinois Teacher* (Sept-Oct 1972).	Illinois Teacher 351 Education Building University of Illinois Urbana, IL 61801
14	Carson, Byrta R. and Maue C. Ramee. *How You Plan and Prepare Meals.* New York: McGraw-Hill, 1968.	(see 4)
15	Childs, M.T. and J.J. Ostrander. "Egg Substitutes: Chemical and Biological Evaluation," *Journal of the American Dietetics Association* (March 1976).	Journal of the American Dietetics Association 430 North Michigan Avenue Chicago, IL 60611
16	"Consumer Behavior: What Influences It?" *Forum* (Spring/Summer 1971). J.C. Penney Co, Inc.	J.C. Penney Co, Inc Educational Relations 1301 Avenue of the Americas New York, NY 10019
17	*Consumer Problems in Nutrition.* Atlanta, GA: Calhoun Company, Inc, n.d.	(no longer available)
18	Corneluis, E.G. *Food Service Careers.* Peoria, IL: Chas. A. Bennett Co, Inc, 1974.	Chas. A. Bennett Co, Inc 809 West Detweiller Drive Peoria, IL 61614
19	Cote, Patricia. *People, Food and Science.* Lexington, MA: Ginn & Company, 1972.	Ginn & Company 191 Spring Street Lexington, MA 02173
20	Cronan, Marion L. and June Atwood. *Food in Homemaking*, Rev Ed. Peoria, IL: Chas. A. Bennett Co, Inc, 1972. (Ch 10)	(see 18)
21	Cronan, Marion. *First Foods.* Peoria, IL: Chas. A. Bennett Co, Inc, 1971. (Ch 1)	(see 18)
22	D'Agostino, Geovana. *Mama D's Homestyle Italian Cookbook.* New York: Western Publishing Co, Inc, 1975.	(see 6)
23	*Discover Why Metrics.* Roscoe, IL: Swani Publishing Company, 1972, revised 1976.	Swani Publishing Company Box 248 Roscoe, IL 61073
24	Duffie, Mary Ann. *So–You Are Ready to Cook*, Fourth Edition. Minneapolis, MN: Burgess Publishing Company, 1974.	Burgess Publishing Company 7108 Ohms Lane Minneapolis, MN 55435
25	Ewald, Ellen B. *Recipes for a Small Planet.* New York: Ballantine Books, Inc, 1973 (paperback).	Ballantine Books, Inc Division of Random House, Inc 201 East 50th Street New York, NY 10022
26	Farm Journal Food Editors. *How to Dry Fruits and Vegetables at Home: A Complete Guide to the Best Methods.* Garden City, NY: Doubleday & Co, Inc, n.d.	Doubleday and Co, Inc 501 Franklin Avenue Garden City, NY 11530
27	Farm Journal Food Editors. *How to Dry Fruits and Vegetables Foods of the World*, Cookbook Series. New York: Time-Life Books, 1970.	Time-Life Books Division of Time, Inc Silver Burdette Company Morristown, NJ 13664

Books & Articles for Students	*Address*
28 Fitzsimmons, Cleo. *The Management of Family Resources.* San Francisco, CA: W.H. Freeman and Co, 1959. (Ch 6)	Freeman, Cooper and Company 1736 Stockton Street San Francisco, CA 94133
29 *Foreign Foods Cookbook–Favorite Recipes of Home Economics Teachers.* Montgomery, AL: Favorite Recipes Press, n.d.	(see 1)
30 Frederick, J. George. *Pennsylvania Dutch Cookbook.* New York: Dover Publications, Inc, 1971.	Dover Publications, Inc 180 Varick Street New York, NY 10014
31 Gold, Ann and Sara Briller. *Diet Watchers Guide.* New York: Bantam Books, Inc, 1971 (paperback).	Bantam Books, Inc 666 Fifth Avenue New York, NY 10019
32 Goodfellow, Barbara. *Make It Now, Bake It Later.* New York: Essandess Specials, n.d. (3 paperbacks).	Essandess Specials Simon and Schuster, Inc 1 West 39th Street New York, NY 10018
33 Heiser, Charles B., Jr. *Seed to Cultivation: The Story of Man's Food.* San Francisco, CA: W.H. Freeman and Co, 1973.	(see 28)
34 Hertzberg, Ruth, et al. *Putting Food By,* Second Edition. Brattleboro, VT: Stephen Greene Press, 1973.	Stephen Greene Press PO Box 1000 Fessenden Road, Indian Flat Brattleboro, VT 05301
35 *Home Style Cooking.* Better Homes & Gardens. Des Moines, IA: Meredith Corporation, 1975.	Meredith Corporation 1716 Locust Street Des Moines, IA 50336
36 Kasdan, Sara. *Love & Knishes: An Irrepressible Guide to Jewish Cooking.* New York: Vanguard Press, Inc, 1956.	Vanguard Press, Inc 424 Madison Avenue New York, NY 10017
37 "Labels That Tell You Something," *Journal of Home Economics* (April 1972).	American Home Economics Association 2010 Massachusetts Avenue NW Washington, DC 20036
38 Harris, Florence and Rex Withers. *Your Foods Book.* Lexington, MA: D.C. Heath & Company, 1972. (Ch 16)	D.C. Heath & Company College Department 2700 North Richardt Avenue Indianapolis, IN 46219
39 Lappe, Frances. *Diet for a Small Planet,* Revised Edition. New York: Ballantine Books, Inc, 1975 (paperback).	(see 25)
40 Leland, Gordon and Stewart M. Lee. *Economics for Consumers,* Sixth Edition. New York: Van Nostrand-Reinhold Company, 1972.	Van Nostrand-Reinhold Company Division of Litton Educational Publishing, Inc 300 Pike Street Cincinnati, OH 45202
41 Leonard, Jonathan Norton and editors of Time-Life Books. *Recipes, American Cooking, The Great West* in Foods of the World Cookbook Series. New York: Time-Life Books, 1971.	(see 27)

Books & Articles for Students	*Address*
42 Levy, Leon, et al. *The Consumer in the Marketplace.* New York: Pitman Publishing Corporation, 1970. (Ch 12)	Pitman Publishing Corporation 6 Davis Drive Belmont, CA 94002
43 Lowenburg, Miriam E., et al. *Food and Man.* New York: John A. Wiley and Sons, Inc, 1974. (Ch 8)	John A. Wiley and Sons, Inc 605 Third Avenue New York, NY 10016
44 *Make Ahead Cookbook.* Better Homes and Gardens. Des Moines, IA: Meredith Corporation, 1971.	(see 35)
45 Martin, James T. and Adrian R. Norman. *The Computerized Society.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1970.	Prentice-Hall, Inc Route 9 West Englewood Cliffs, NJ 07632
46 McCully, Helen & American Heritage Editors, Ed. *The American Heritage Cookbook.* New York: McGraw-Hill, 1969.	(see 4)
47 McDermott, Irene E., et al. *Food for Modern Living.* New York: J.B. Lippincott Company, 1973.	J. B. Lippincott Company East Washington Square Philadelphia, PA 19105
48 McLean, Beth Bailey. *Meal Planning and Service,* Revised Edition. Peoria, IL: Chas. A. Bennett Co, Inc, 1964.	(see 18)
49 *Metric Cook.* Los Angeles, CA: Gallery Books, n.d.	Gallery Books 1104 Lawrence Los Angeles, CA 90021
50 Miller, Mary and Tony Richardson. *Merry Metric Cookbook.* Hayward, CA: Activity Resources Co, Inc, 1974.	Activity Resources Co, Inc 20655 Hathaway Avenue Hayward, CA 94540
51 Minear, Larry. *New Hope for the Hungry? The Challenge of the World Food Crises.* New York: Friendship Press, 1975.	Friendship Press 475 Riverside Drive, Room 772 New York, NY 10027
52 Morganstern, Stanley. *Legal Protection for the Consumer,* Second Revised Edition. Dobbs Ferry, NY: Oceana Publications, 1973.	Oceana Publications 75 Main Street Dobbs Ferry, NY 10522
53 Niedetch, Jean. *Weight Watchers Program Cookbook.* Great Neck, NY: Hearthside Press, Inc, n.d.	Hearthside Press, Inc 445 Northern Blvd Great Neck, NY 11021
54 Nilsson, Lennart. *Behold Man.* Waltham, MA: Little Brown and Company, 1974.	Little Brown and Company 200 West Street Waltham, MA 02154
55 "Now There's Meatless Meats: Textured Vegetable Protein Meat Substitutes," *Changing Times* (February 1974).	(see 12)
56 "Nutrition and Notable Characters," *What's New in Home Economics* (September 1973).	What's New in Home Economics North American Publishing Company 401 North Broad Street Philadelphia, PA 19108

Books & Articles for Students	*Address*
57 "The Nutrient Game," *What's New in Home Economics* (April 1974).	(see 56)
58 "Nutrient Neighborhood Drawings," *What's New in Home Economics* (October 1969).	(see 56)
59 "Nutrition Insurance Game," *Illinois Teacher* (Sep-Oct 1972).	(see 13)
60 Peck, Leilani, et al. *Focus on Food.* New York: McGraw-Hill, 1974. (Ch 2).	(see 4)
61 Perl Lila. *Red Flannel Hash and Shoo-Fly Pie: American Regional Foods and Festivals.* Cleveland, OH: World Publications Company, 1965.	World Publications Company PO Box 366 Mountain View, CA 94040
62 "Pointers on Proper Food Storage," *Forecast for Home Economics* (November 1974).	FORECAST for Home Economics 902 Sylvan Avenue Englewood Cliffs, NJ 07632
63 Raines, Margaret. *Consumer's Management,* Third Edition. Peoria, IL: Chas. A. Bennett Co, Inc, 1973.	(see 18)
64 Ray, Mary and Evelyn Lewis. *Exploring Professional Cooking.* Peoria, IL: Chas. A. Bennett Co, Inc, 1976.	(see 18)
65 Rechcigl, Miloslav, ed. *Man, Food and Nutrition.* Cleveland, OH: CRC Press, 1973.	CRC Press 18901 Cranwood Parkway Cleveland, OH 44128
66 Reid, Jane Meldrum. *Metrics for Everyday Use.* Peoria, IL: Chas. A. Bennett Co, Inc, 1975.	(see 18)
67 Shank, Dorothy E., et al. *Guide to Modern Meals,* Second Edition. New York: McGraw-Hill, 1969.	(see 4)
68 Simon, Arthur. *Bread for the World.* Grand Rapids, MI: William B. Eerdmans Publishing Company, 1975 (paperback).	Eerdmans Publishing Company 255 Jefferson Avenue SE Grand Rapids, MI 49502
69 "Take an Ant to Lunch: Insects as Protein Alternates," *Science Digest* (Dec 1974).	Science Digest Books Division of Hearst Magazines PO Box 2319, FDR Station New York, NY 10022
70 Tannahill, Reay. *Food in History.* New York: Stein and Day, 1973.	Stein and Day 122 East 42nd Street Suite 3602 New York, NY 10017
71 "Teacher's Exchange," *Forecast for Home Economics* (April 1974).	(see 62)
72 "Textured Vegetable Proteins Meat Substitutes," *Consumer Research Magazine* (Feb 1974).	Consumer's Research, Inc Bowerstown Road Washington, NJ 07882
73 Thal, Helen. *Your Family and Its Money.* Boston, MA: Houghton Mifflin Company, 1973.	Houghton Mifflin Company 2 Park Street Boston, MA 02107

Books & Articles for Students	*Address*
74 Thomas, Dian. *Roughing It Easy: A Unique Ideabook for Camping and Cooking.* Provo, UT: Brigham Young University Press, 1974.	Brigham Young University Press 205 University Press Building Provo, UT 84602
75 Troelstrup, Arch W. and Jack R. Crutchfield. *American Society: Personal and Family Finance.* New York: McGraw-Hill, 1974.	(see 4)
76 Vicker, Ray. *This Hungry World.* New York: Charles Scribner's Sons, 1975.	Charles Scribner's Sons 597 Fifth Avenue New York, NY 10017
77 Warmke, et al. *Consumer Economics Problems,* Eighth Edition. Cincinnati, OH: South-Western Publishing Company, 1971.	South-Western Publishing Company 5101 Madison Road Cincinnati, OH 45227
78 Whelau, Elizabeth and Fredrick J. Stare. *Panic in the Pantry: Food Facts, Fads and Fallacies.* New York: Atheneum Publishers, 1975.	Ateneum Publishers Book Warehouse, Inc Vreeland Avenue Boro of Totowa Paterson, NJ 07512
79 White, Ruth Bennett. *Food and Your Future.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1972.	(see 45)
80 White, Ruth Bennett. *You and Your Food.* Englewood Cliffs, NJ: Prentice-Hall, Inc, 1971. (Ch 1)	(see 45)
81 Wilhelms, Fred T., et al. *Consumer Economics.* New York: McGraw-Hill, 1966.	(see 4)

Pamphlets	*Address*
82 *Adventures in Salad Making* (June 1971). Corvallis, OR: OSU Cooperative Extension Service. (Circular No. 667)	OSU Cooperative Extension Service Oregon State University Corvallis, OR 97331
83 *A.H.E.A. Family Planning and Population Education.* Washington, DC: AHEA International Family Planning Project (working copy), 1975.	(see 37)
84 Assorted pamphlets of Standard Brands & Red Star Yeast publications. Milwaukie, WI: Home Service Dept, Universal Foods Corporation.	Red Star Yeast Home Service Department Universal Foods Corporation 433 East Michigan Milwaukie, WI 53201
85 Assorted pamphlets, Van Nuys, CA: Sunkist Growers, Inc.	Sunkist Growers, Inc Consumer Services 14130 Riverside Drive Sherman Oaks, CA 91403
86 Ball Corporation Assorted Pamphlets: *Ball Blue Book; Home Canning Pickles; The Science of Food Preservation; Successful Home Canning; Home Canning and Freezing Sketch Book; Some Aspects of Food Preservation; Flip Chart: The Art of Food Preservation.* Muncie, IN: Ball Corporation.	Ball Corporation PO Box 2005 Muncie, IN 47302

	Pamphlets	*Address*
87	*Basics About Beef; The Story of Beef.* Portland, OR: Oregon Beef Council.	Oregon Beef Council 400 SW Broadway Portland, OR 97205
88	*Be Informed Leaflets.* Syracuse, NY: New Reader's Press.	New Reader's Press, Inc 1320 Jamesville Avenue Syracuse, NY 13210
89	*A Boy and His Physique; A Girl and Her Figure; The Great Vitamin Mystery.* Portland, OR: Oregon Dairy Council, n.d.	Oregon Dairy Council 0123 SW Hamilton Portland, OR 97201
90	*Canned Food Buying Guide.* Washington, DC: National Canners Association, n.d.	National Canners Association Consumer Services Division 1133 20th Street NW Washington, DC 20036
91	*Choose Your Calories by the Company They Keep.* Portland, OR: Oregon Dairy Council, n.d.	(see 89)
92	Choosing Foods Pamphlets: *Vary Meals With Variety Meats* (EC 740), *Fresh Fruits and Vegetables Availability in Oregon* (EC 696), *Choosing and Using Western Vegetables* (PNW 45), *Catching and Cooking Crayfish* (FS 56), *Treats with Venison* (EB 800)	(see 82)
93	*Complete Guide to Home Canning.* U.S. Department of Agriculture, 1973.	U.S. Department of Agriculture Office of Communications 14th Street and Independence Avenue SW Washington, DC 20250
94	*Consumer Education Bibliography.* Washington, DC: Superintendent of Documents, U.S. Government Printing Office.	Superintendent of Documents U.S. Government Printing Office Washington, DC 20402
95	Dean, Anita. *Changing Food Habits.* Michigan State University: Cooperative Extension Service, 1968 (HF 613).	(see 82)
96	*Ethnic Heritage: A Living Mosaic.* J.C. Penney Co, Inc, 1973 (No. 84339).	(see 16)
97	*Facts from F.D.A.: The New Look in Food Labels, Nutrition Labels and U.S. RDA.* Atlanta, GA: Food and Drug Administration, n.d.	Food & Drug Administration 909 First Avenue, Room 502 Seattle, WA 98104
98	*Focus on Cookware.* New York: American Iron and Steel Institute, n.d.	American Iron and Steel Institute 1000 16th Street NW Washington, DC 20036
99	*Focus on Nutrition–Everyone Needs Breakfast.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 777)	(see 82)
100	*Focus on Nutrition–E-Z Ways with Fruits and Vegetables.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 781)	(see 82)
101	*Focus on Nutrition–Super Snacks that Count.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 778)	(see 82)

	Pamphlets	*Address*
102	*Food Additives: What They Are/How They Are Used.* Washington, DC: Manufacturing Chemists' Association, Inc, n.d.	Manufacturing Chemists' Association, Inc 1825 Connecticut Avenue, NW Washington, DC 20009
103	*Food and You–Partners in Growth During Pregnancy.* Portland, OR: Oregon Dairy Council, n.d. (No. 3018)	(see 89)
104	*Food and Your Weight.* U.S. Department of Agriculture, n.d. (Home and Garden Bulletin No. 74).	(see 93)
105	*Food is a Bargain.* Washington, DC: U.S. Department of Agriculture, Motion Picture Service, Office of Information, n.d.	(see 93)
106	*Food Is More Than Just Something to Eat.* New York: The Advertising Council, n.d.	The Advertising Council, Inc 825 Third Avenue New York, NY 10022
107	*Food Safety in the Kitchen.* Washington, DC: U.S. Department of Agriculture, 1974.	(see 93)
108	*Food Shopper Language.* Pueblo, CO: Consumer Information Center (Summer 1976) (No. 078D).	Consumer Information Center 10th and Main Pueblo, CO 81009
109	*The Food Stamp Program* (079D); *Shopping with Food Stamps* (085D), Washington, D.C.: U.S. Department of Agriculture, n.d.	(see 93)
110	*Fresh Fruits and Vegetables.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC 696)	(see 82)
111	Friedman, Leo. *Safety of Food Additives.* FDA Papers (March 1970).	(see 97)
112	*From the Garden to Your Table.* Washington, DC: U.S. Department of Agriculture, n.d.	(see 93)
113	*A Fruit and Vegetable Buying Guide for Consumers.* Washington, DC: U.S. Department of Agriculture (April 1955). (Home and Garden Bulletin No. 21)	(see 93)
114	*Fulfillment Complaints* (Consumer Information Series). New York: Better Business Bureau, n.d.	Council of Better Business Bureaus 1150 17th Street NW Washington, DC 20036
115	*Future Shock* (Economic Awareness). Portland, OR: Washington County IED (Spring 1975).	Washington County IED 14150 NW Scie ce Park Drive Portland, OR 9 229
116	*A Girl and Her Figure; A Boy and His Physique; Rate Your Meals for Teens; Wise Food Choices Daily.* Portland, OR: Oregon Dairy Council, n.d.	(see 89)
117	*Good Eating with Beef.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (P.N.W.54)	(see 82)
118	*Guide for Buying Oregon Fish and Shellfish.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (FS170)	(see 82)

Pamphlets	*Address*
119 *A Guide to Good Eating.* Portland, OR: Oregon Dairy Council, n.d.	(see 89)
120 *Guide to Federal Consumer Services.* Pueblo, CO: Consumer Information Center (Summer 1976). (No. 060d)	(see 108)
121 *Home Care of Purchased Frozen Foods; Storing Perishable Foods in the Home.* Washington, DC: U.S. Department of Agriculture, n.d. (Home & Garden Bulletin No. 69 & No. 78)	(see 93)
122 *Home Drying of Fruits and Vegetables.* Logan, UT: Cooperative Extension Service, Utah State University, n.d.	Cooperative Extension Service Utah State University Logan, UT 84322
123 *Home Storage of Vegetables and Fruits.* Washington, DC: U.S. Department of Agriculture, (1960). (Farmer's Bulletin No. 1939)	(see 93)
124 *A Hungry World: The Challenge to Agriculture.* University of California Task Force (July 1974).	University of California Expanded Nutrition Education Program 155 West Washington Blvd Los Angeles, CA 90015 (discontinued)
125 *ILS (Individualized Learning Systems).* Learner Modules 10, 11, 12, 13, 14. Portland, OR: Continuing Education Publications, 1977.	Continuing Education Publications PO Box 1491 1633 SW Park Avenue Portland, OR 97207
126 *ILS (Individual Learning Systems).* Learner Modules 15, 16, 17. Portland, OR: Continuing Education Publications, n.d.	(see 125)
127 *ILS (Individual Learning Systems).* Learner Module 34. Portland, OR: Continuing Education Publications, n.d.	(see 125)
128 *ILS (Individual Learning Systems).* Learner Modules 37-43. Portland, OR: Continuing Education Publications, n.d.	(see 125)
129 *ILS (Individual Learning Systems).* Learner Module 38. Portland, OR: Continuing Education Publications, n.d.	(see 125)
130 *ILS (Individual Learning Systems).* Learner Modules 44-47. Portland, OR: Continuing Education Publications, n.d.	(see 125)
131 *ILS (Individual Learning Systems).* Learner Modules 52-57. Portland, OR: Continuing Education Publications, n.d.	(see 125)
132 *It's On The Label.* Washington, DC: National Canners Association, n.d.	(see 90)
133 *Keeping Food Safe.* Washington, DC: U.S. Department of Agriculture, 1974.	(see 93)
134 *Kernel of Wheat.* Hutchinson, KA: Kansas Wheat Commission, n.d.	Kansas Wheat Commission 1021 North Main Street Hutchinson, KA 67501
135 Kraus, Barbara. *The Cookbook of the United Nations.* New York: U.N. Association of the U.S. of A., Inc, 1964-65.	U.N. Association of the U.S. of A., Inc 345 East 46th Street New York, NY 10017

Pamphlets	*Address*
136 *The Label Is More Than Decoration.* Minneapolis, MN: The Pillsbury Company, n.d.	The Pillsbury Company 608 Second Avenue South Minneapolis, MN 55402
137 *Lessons on Meat.* Chicago, IL: National Livestock and Meat Board, 1971.	National Livestock and Meat Board 36 South Wabash Avenue Chicago, IL 60603
138 *Let's Consider Convenience Foods.* Washington, DC: AHEA Sales Office, n.d. (No. 1038)	(see 83)
139 *Looking Ahead to Automation in the Supermarket.* Indianapolis, IN: Dow Chemical (Fall 1975).	Dow Chemical Company Health and Consumer Products Department 9550 Zionville Road Indianapolis, IN 45268
140 Ludwig, Amber C. "Household Equipment Today," *National 4-H News* (reprint). Chicago, IL: Association of Home Appliance Manufacturers, n.d.	Association of Home Appliance Manufacturers 20 North Wacker Drive Chicago, IL 60606
141 *Martha Logan's Meat Handibook.* Chicago, IL: Swift and Company, n.d.	Swift and Company 115 West Jackson Blvd Chicago, IL 60604
142 *Making Berry Syrups at Home.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC-685)	(see 82)
143 *Money Management Library* (12 booklets & teacher's guide). Chicago, IL: Household Finance Corporation.	Household Finance Corporation 3200 Prudential Building Chicago, IL 60601
144 *Moving Toward Metric: Insight into Consumerism.* J.C. Penney Co, Inc, n.d. (84573)	(see 16)
145 *A New Chapter in the Story of Teflon.* Wilmington, DE: Dupont De NeMours and Company, n.d.	Dupont De NeMours and Company Dupont De NeMours and Brandywine Bldgs Wilmington, DE 19801
146 *New Meat Identity Program Will Help You, Be a Smarter Shopper–A Better Cook.* Chicago, IL: National Livestock and Meat Board, n.d.	(see 137)
147 *Nutrient Comparison Cards.* Portland, OR: Oregon Dairy Council, n.d. (B043)	(see 89)
148 *Nutrition Labeling Terms You Should Know.* Pueblo, CO: Consumer Information Center (Summer 1976).	(see 108)
149 *Nutrition Power.* Corvallis, OR: Cascade Press, 1975.	House of Lincoln 7 NW Edgewood Drive Corvallis, OR 97330
150 *Nutrition Source Handbook.* Chicago, IL: National Dairy Council, n.d. (B074)	National Dairy Council 6300 North River Road Rosemont, IL 60018
151 *Nutritive Value of Foods.* Washington, DC: U.S. Department of Agriculture. (Home and Garden Bulletin No. 72)	(see 93)

	Pamphlets	*Address*
152	*Outdoor Cookery for the Family.* Corvallis, OR: OSU Cooperative Extension Service (July 1967). (No. 778)	(see 82)
153	*Prepared and Precooked Foods for the Freezer.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EB 820)	(see 82)
154	Preserving Foods Bulletins: *Home Freezing of Fruits and Vegetables; Canning Tuna and Salmon at Home; Cutting and Freezing Salmon and Steelhead at Home; Preserving Foods at Home Without Salt or Sugar.* Corvallis, OR: OSU Cooperative Extension Service, n.d.	(see 82)
155	*Quick Way, Etc.* Honolulu, HI: Pineapple Growers Association of Hawaii, n.d.	Pineapple Growers Association of Hawaii 130 Merchant, Room 1902 Honolulu, HI 96813
156	*Recipes–Oregon Trawl Seafood.* Astoria, OR: Otter Trawl Commission of Oregon, n.d.	Otter Trawl Commission of Oregon 250 36th Street Astoria, OR 97103
157	*Seafood Species Chart.* Washington, DC: National Fisheries Institute, Inc, n.d.	National Fisheries Institute 1730 Pennsylvania Avenue NW, Suite 1150 Washington, DC 20006
158	*Small Wonders in the Kitchen.* Wooster, OH: Rubbermaid Company, n.d.	Rubbermaid, Inc 1147 Akron Road Wooster, OH 44691
159	*Some Questions and Answers About Food Additives.* Seattle, WA: Food and Drug Administration, n.d.	(see 97)
160	*Supply Guide.* Washington, DC: United Fresh Fruit and Vegetables Association, n.d.	United Fresh Fruit and Vegetables Association 1019 19th Street NW Washington, DC 20036
161	*Ten Short Lessons in Home Canning. Kerr Home Canning Book.* Sand Springs, OK: Kerr Glass Mfg Corporation, n.d.	Kerr Glass Manufacturing Corporation 987 Main Street Sand Springs, OK 74063
162	*Textured Vegetable Protein Products.* Washington, DC: U.S. Department of Agriculture, n.d.	(see 93)
163	*That's What America's All About; Public Enemy No. 1–Inflation.* Greenfield, MA: Channing L. Bete Company, n.d.	Channing L. Bete Company 45 Federal Street Greenfield, MA 01301
164	*Toxic Metals in Dinnerware.* Seattle, WA: Food and Drug Administration, n.d.	(see 97)
165	*Update-Automated Checkout, Spotlight on Food.* Corvallis, OR: OSU Cooperative Extension Service (April 1976).	(see 82)
166	"The View from Washington," *Journal of Consumer Affairs,* American Council on Consumer Interests, 1967.	American Council on Consumer Interests 162 Stanley Hall University of Missouri Columbia, MO 65201
167	*Vive La Difference.* Fullerton, CA: Hunt Wesson Foods, Inc, n.d.	Hunt-Wesson Foods, Inc 1645 West Valencia Drive Fullerton, CA 92634

Pamphlets	*Address*
168 *Weight Control Source Book.* Portland, OR: Oregon Dairy Council.	(see 89)
169 *We Want You to Know About: Labels on Foods, Laws Enforced by F.D.A.* Rockville, MD: U.S. Department of Agriculture, n.d.	(see 93)
170 *What's Cooking in Vegetable Land?* Camden, NJ: Cambell Soup Company.	Campbell Soup Company Educational Services Box 391 Camden, NJ 08101
171 *What's in Your Food Bill?* Pueblo, CO: Consumer Information Center, 1974. (USDA 088)	(see 108)
172 *Who's Responsible for Product Safety.* Insights into Consumerism Series. J.C. Penney Co, Inc, n.d. (84696)	(see 16)
173 *Wise Food Choices.* Portland, OR: Oregon Dairy Council.	(see 89)
174 *Your Calorie Catalog: Accenting Protein.* Portland, OR: Oregon Dairy Council, n.d.	(see 89)
175 *Your Money's Worth in Foods.* Pueblo, CO: Consumer Information Center, Summer 1976. (089D)	(see 108)
176 & 177 *Your Weekly Food Bill.* Corvallis, OR: OSU Cooperative Extension Service, n.d. (EC686)	(see 82)
178 *Zero Degrees or Lower* (Home Economics Learning Package). Washington, DC: American Home Economics Association, n.d.	(see 37)

Kits & Games	*Address*
179 *Apples to Zucchini.* Washington, DC: AHEA Sales Office, n.d. (Home Economics Learning Package 1002).	(see 37)
180 *Food: A Super Natural Resource.* Chicago, IL: National Dairy Council, n.d.	(see 150)
181 *Know More About Beef–Ways to Cook.* Fullerton, CA: Hunt-Wesson Foods, Inc, n.d.	(see 167)
182 *Marvels of Micro-Wave.* Corning, NY: Corning Glass Works, n.d.	Corning Glass Works Houghton Park Corning, NY 14830
183 *Meat and Poultry Basics from France–American Gravies.* Camden, NJ: Campbell Soup Company, n.d.	(see 170)
184 *Menu Minder.* Corvallis, OR: House of Lincoln.	(see 149)
185 *NASCO Kit: Measuring Spoons in Metric System.* Fort Atkinson, WI: NASCO Home Economics Supplies, n.d.	NASCO Home Economics Supplies 901 Janesville Avenue Fort Atkinson, WI 53538
186 *Metric Conversion Charts.* Peoria, IL: Chas. A. Bennett Company, Inc, n.d.	(see 18)

CO

Kits & Games	*Address*
187 *Poppin' Swap.* Minneapolis, MN: The Pillsbury Company, n.d.	The Pillsbury Company Box 60-090, Department 377 North 608 Second Avenue South Minneapolis, MN 55402
188 Rice, Ruth. *Fifty Word Games for Home Economics Classes.* Portland, ME: J. Weston Walch, 1975.	J. Weston Walch 321 Valley Portland, ME 04102

Magazines	*Address*
189 *Consumer Report*	Consumer Report Consumer's Union of the U.S., Inc 256 Washington Street Mt. Vernon, NY 10550
190 *Gourmet*	Gourmet 777 3rd Avenue New York, NY 10017
191 *Illinois Teacher*	(see 13)
192 *National Geographic*	National Geographic Society 17th & M Streets NW Washington, DC 20036
193 *Nutrition*	Journal of Human Nutrition Newman Publishing Ltd 48 Poland Street London WIV4PP ENGLAND
194 *Sunset*	Sunset Lane Publishing Company 85 Willow Road Menlo Park, CA 94025
195 *Time*	Time, Inc Time and Life Bldg New York, NY 10020
196 *U.S. News and World Report*	U.S. News & World Report, Inc 2300 N Street NW Washington, DC 20037
197 *Weight Watchers*	Family Health Magazines, Inc 149 5th Avenue New York, NY 10010

Nonprint

Films	*Address*
198 *Before You Take That Bite.* Film Fair Communications.	Film Fair Communications 10900 Ventura Blvd Studio City, CA 91604
199 *Can the Earth Provide?* McGraw-Hill Textfilms, 28 min, 1960.	McGraw-Hill Textfilms 1221 Avenue of the Americas New York, NY 10020

	Films	*Address*
200	*Diet For A Small Planet.* Bullfrog Films, Inc, c, 28 min, 1973.	Bullfrog Films, Inc Box 114 Oley, PA 19547
201	*Food Crises.* Net Film Service, 60 min, 1966. (DCE 1580)	Net Film Service Indiana University Audio Visual Center Bloomington, IN 47401
202	*Food Cycle and Food Chains.* Coronet Instructional Media, 11 min, 1963. (DCE 1581)	Coronet Instructional Media 65 East South Water Street Chicago, IL 60601
203	*Food, the Color of Life.* Film Library Oregon State Health Division, 22½ min, c.	Oregon State Health Division Health Education Section–Film Library PO Box 231 Portland, OR 97207
204	*Food, the Color of Life* and *What's Good to Eat.* Portland, OR: Oregon Dairy Council, 22½ min, c.	(see 89)
205	*Food for Life.* Perennial Education, Inc, c, 22 min, 1969.	Perennial Education, Inc 1825 Willow Road Northfield, IL 60093
206	*Food for Health.* Sterling Educational Films, c, 13 min, 1968.	Sterling Educational Films, Inc 241 East 34th Street New York, NY 10016
207	*Food for the Modern World.* Perennial Education, Inc, c, 21½ min, n.d.	(see 205)
208	*Food From the Sea.* Oregon Division of Continuing Education. Library, c, 16 min, 1973. (9705)	Oregon Division of Continuing Education Film Library 1633 SW Park Avenue PO Box 1491 Portland, OR 97207
209	*Food Preservation.* AIMS Instructional Media Services, Inc, c, 11 min, 1968.	Aims Instructional Media Services, Inc 626 Justin Avenue Glendale, CA 91201
210	*Global Struggle for Food.* McGraw-Hill Textfilms, 28 min, 1960. (DCE 1783)	(see 199)
211	*How a Hamburger Turns Into You.* Portland, OR: Oregon Dairy Council, c, 19 min, 1971.	(see 89)
212	*Label Logic.* AIMS Instructional Media Services, 18 min.	(see 209)
213	*Man and His Resources.* McGraw-Hill Textfilms, c, 28 min, 1960. (DCE 2780)	(see 199)
214	*Modern Cookery, Instantized.* Betty Crocker/General Mills, Inc.	General Mills, Inc Audiovisual Department 9200 Wayzata Blvd, Box 1113 Minneapolis, MN 05440

Films	*Address*
215 *One Fine Day; Better Odds for a Longer Life; Got a Lot of Living to Do.* American Heart Association.	American Heart Association 7320 Greenville Avenue Dallas, TX 75231
216 *The Owl Who Gave a Hoot.* National Audiovisual Center, 15 min.	National Audiovisual Center General Services Administration Washington, DC 20409
217 *Read the Label, Set a Better Table.* Modern Talking Pictures, 14 min.	Modern Talking Picture Service, Inc 1212 Avenue of the Americas New York, NY 10036
218 *The Supermarket.* Sperry and Hutchinson Company.	Sperry and Hutchinson Company Consumer Relations Department 3003 East Kemper Road Cincinnati, OH 45241
219 *Vitamins From Food.* Perennial Education, Inc, c, 20 min, 1968.	(see 205)
220 *Why Doesn't Cathy Eat Breakfast?* Portland, OR: Oregon Dairy Council, 3 min.	(see 89)
221 *Why Do You Buy?* DCE Film Library, c, 10 min. (9587)	(see 208)
222 *Why Foods Spoil.* Encyclopaedia Britannica Educational Corporation, Film Library, c, 14 min, 1957.	Encyclopaedia Britannica Educational Corporation 425 North Michigan Avenue Chicago, IL 60611
223 *Why Not Snack?* Portland, OR: Oregon Dairy Council, 3 min. (32)	(see 89)
224 *Yeast Dough Shaping Made Easy.* Association-Sterling Films, c, 14½ min.	Association-Sterling Films 866 Third Avenue New York, NY 10022

Filmstrips	*Address*
225 *ABC's of Food Poisoning.* Aviso Films, n.d.	Aviso Films 361 West Compton Blvd Compton, CA 90222
226 *Anatomy of a Sale.* Chicago, IL: Sears, Roebuck & Company, n.d.	Sears, Roebuck & Company Department 703, Public Relations Sears Tower Chicago, IL 60684
227 *Breakfast for B.J.* Pillsbury Company, n.d.	(see 187)
228 *Career Decisions: Finding, Getting and Keeping a Job.* J.C. Penney Co, Inc, n.d. (83891)	(see 16)
229 *The Consumer Decides.* J.C. Penney Co, Inc, n.d.	(see 16)
230 *Consumers in the Marketplace.* Institute of Life Insurance, n.d.	Institute of Life Insurance 277 Park Avenue New York, NY 10017

Filmstrips	*Address*
231 *Convenience Cooking, Portable Electric Appliances.* Washington, DC: Evaporated Milk Association, n.d.	Evaporated Milk Association 910 17th Street NW Washington, DC 20006
232 *The Ecological Crisis.* SVE Educational Filmstrip, 6 filmstrips, c, 1971.	Society for Visual Education, Inc Educational Filmstrip 1345 West Diversy Parkway Chicago, IL 60614
233 *Fast Food Service.* Restaurant Hotel Aids, Inc, n.d.	Restaurant Hotel Learning Aids, Inc 5050 Excelsior Blvd Minneapolis, MN 55416
234 *Food As Children See It.* General Mills, Inc, 15 min, n.d.	(see 214)
235 *Foods, Fads, Frauds, Facts.* Guidance Associates, 3 parts, record or cassettes, 1974.	Guidance Associates 757 Third Avenue New York, NY 10017
236 *Global Emergency Food and Population.* Guidance Associates, 2 filmstrips, c, 1976.	(see 235)
237 *Global Emergency: Values in Conflict.* Guidance Associates, 1976.	(see 235)
238 *Go, Grow & Glow.* Carnation Company, n.d.	Carnation Company 5045 Wilshire Blvd Los Angeles, CA 90036
239 *A Guide to Breakfast.* Glenview, IL: Kraft Kitchens, n.d.	Kraft Kitchens Kraft Court Glenview, IL 60025
240 *The How and Why of Packaging.* General Mills, Inc, n.d.	(see 214)
241 *How to Buy Beef.* NASCO Home Economics Supplies, 34 frames, c, 02865H-C123.	(see 185)
242 *The Incredible Shrinking Food Dollar.* General Mills, Inc, n.d.	(see 214)
243 *Inside My Mom.* National Foundation/March of Dimes, n.d.	National Foundation March of Dimes PO Box 2000 White Plains, NY 10602
244 *Inspection for Your Protection.* U.S. Department of Agriculture, n.d.	(see 93)
245 *The Names in the Cooking Game.* Wheeling, IL: EKCO Houseware Company, includes handouts, pretest and post test, 1969.	EKCO Products, Inc Educational Services Department 777 South Wheeling Road Wheeling, IL 60090
246 *A New Horizon–Careers in Food Service.* H.J. Heinz, n.d.	H.J. Heinz Company 1062 Progress Pittsburgh, PA 15212

Filmstrips	*Address*
247 *Nutrition: Foods, Fads, Frauds, Facts.* Guidance Associates, 3 parts, 1974.	(see 235)
248 *The Nutrition Series.* New York: McGraw-Hill Textfilms, 6 color filmstrips, 102506-5.	(see 199)
249 *Our Role as Consumers, Consumers in the Marketplace* and *Consumers in Action* (The Consumer Series). Association Films, Inc, n.d.	Association Films, Inc 866 Third Avenue New York, NY 10022
250 *Safety in the Kitchen.* Franklin Clay Films, n.d.	Franklin Clay Films PO Box 2213 Costa Mesa, CA 92626
251 *Sandwiches Please.* Wheat Flour Institute, 1961.	Wheat Flour Institute 1776 F Street NW Washington, DC 20006
252 *Secrets of Sandwichery.* Best Foods Division of Corn Products Co, n.d.	Best Foods Division Corn Products Co International Plaza Englewood Cliffs, NJ 07632
253 *Selection of Retail Beef Cuts.* Oregon Beef Council, n.d.	(see 87)
254 *Think Metric.* Coronet Instructional Films, 14 min, 1973.	(see 202)
255 *Your Food, Chance or Choice.* Portland, OR: Oregon Dairy Council, 106 frames, c, n.d. (F604)	(see 89)

Tapes & Slides	*Address*
256 *Be a Better Shopper–Buying in Supermarkets.* Cornell University (slides).	Cornell University Mailing Room, Building 7 Research Park Ithaca, NY 14850
257 *Canning–Sea Foods, Jams and Jellies and Vegetables.* Corvallis, OR: OSU Cooperative Extension Service (videotapes).	(see 82)
258 *Consumer Advertising.* Cincinnati, OH: Procter and Gamble Educational Services (filmstrip and kit).	The Procter and Gamble Company Educational Services PO Box 599 Cincinnati, OH 45201
259 *Egg Basics.* Park Ridge, IL: American Egg Board, includes various assorted pamphlets & slides.	American Egg Board 205 Touhy Avenue Park Ridge, IL 60068
260 *Food: A Super Natural Resource.* Chicago, IL: National Dairy Council and the Milk Foundation, Inc, kit and filmstrip, n.d.	(see 150)
261 *Insights into Consumerism: Understanding Advertising.* J.C. Penney Co, Inc, filmstrip and kit.	(see 16)

Tapes & Slides *Address*

262 *Shopper's Guide, Facts or Fluff–How to Use Advertising, One Born Every Minute* (series from Consumer Sense). Fort Atkinson, WI: NASCO Home Economics Supplies (cassettes). (see 185)

263 *Your Food Dollar, Your Shopping Dollar.* Chicago, IL: Money Management Institute, Household Finance Corporation (pamphlets and filmstrips). (see 143)